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ABSTRACT

This summary report of the annual conference includes statements of delegate concerns prepared for the planning committee, presentations by three resource delegates on the promotion of educational technology at different levels, and reports from seven study committees. Lucy Ainsley discussed promotion strategies at the district level, K-12: Wesley Meierhenry, in higher education: and Jim Sucy, for business and industry. Topics covered by the committee reports are: (1) factors contributing to professional self-concept, (2) use of principles of learning in promotional efforts, (3) a planning model for marketing educational technology, (4) factors inhibiting promotional efforts, (5) use of support systems and management allies in promotional efforts, (6) leadership training for promoting educational technology, and (7) the role of political action in promoting educational technology. The report concludes with descriptions of the "Okoboji process" by Patricia Hunter, Peg Childs, and William Winn, and closing statements by Lee Cochran and Bill Oglesby. (BK)

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Promoting Educational Technology

1979 Summary Report

The 25th Annual Lake Okoboji Educational Media Leadership Conference
Iowa Lakeside Laboratory, Lake Okoboji, Milford, Iowa
August 20 - 24, 1979

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PETALS AROUND THE ROSE

What was this favorite game of his
 So symbolic of his life?
Was it really a game of dice,
 Or was it his drum and fife?

The very game he loved to play
 Is loved by many of us.
For with his games he taught us all
 No matter how we would fuss.

With patience and understanding
 He'd have us find the rose.
And with the game compared to life
 It was he, the rose, we chose.

Then the petals we were to count
 As we sat at his feet and chair,
Waiting for his guidance
 So the secret we could share.

In that game of dice we played
 Never knowing the secret true;
That he was that very rose
 And we, the petals grew.

We grew in numbers every year
 Through his dedication and care.
With our best interests always at heart
 He became a rose so rare.

His spirit lingers with us still
 To guide us on our way.
An outstanding leader in our field
 In his memory these garlands we lay.

Someday a petal will become a rose
 And Lee's work will not be gone.
With memory of his dedication and love
 That petal will carry on.

Written and dedicated to Lee Cochran by Carolyn R. Skidmore, President, AECT—June, 1979

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FOREWORD

The Okoboji Conference is the educational media profession's national leadership conference. It has been conducted by the University of Iowa for its 25 years of existence at the University's Lakeside Laboratory on the shores of Lake Okoboji in northwest Iowa. Hundreds of its alumni have become leaders in our profession and in our national and state associations.

The conference is centered around three elements: a *theme...interaction...*and a *report.* The theme is selected by a Planning Committee. The strategies for interacting with this theme are decided and carried out by the delegates themselves. What follows on these pages is the report...the words and pictures of this year's delegates in action.

One of the interesting facets of Okoboji is its unique blend of people and styles of interaction. Coming from all corners and levels of our profession, with varying backgrounds and lifestyles, an "Okobojian" is soon recognized and accepted by the group as a "media professional," and on a first-name basis. For each person, there are high points and low points, moments of exhaustion and times of refreshment, hard work and playful relaxation.

This year's Okoboji Experience owes its success to the many people who helped to shape and direct it. Special thanks goes to the Planning Committee and their chairpersons, Joan Hassenflu and Frank Dwyer; to our resource/keynoters, Lucy Ainsley, Jim Sucy and Wes Meierhenry; to the Conference Co-Chairpersons Peggy Primm and Rick Williamson; and to our Conference Summarizers Pat Hunter, Peg Childs, and Bill Winn.

So that you, the reader, might better sense the expectation and meaning of this 25th Conference, I have taken the liberty to preface, and to conclude, this report with some of my remarks made at the opening and closing of the Conference.

Bill Oglesby
Chairman of the Iowa Committee
The University of Iowa

PREFACE

Welcome to the 25th Lake Okoboji Educational Media Leadership Conference!

I'm curious who we are. How many are from the elementary school area? How about the secondary area? Community Colleges? How about colleges and universities other than community colleges? Business and industry? Anybody from the health careers? Government? State Departments of Education? District levels K through 12? How many people consider themselves Audiovisual directors? School media specialists? Librarians? How many Republicans? How many Democrats? How many Baptists do we have? How many Methodists?

Where's all this leading? Well, this points out that all of us are known by many, many different titles. We have work titles, religious titles, we have political titles, etc., etc. This week, I'm hoping that we might shed those titles; that we might agree that we're a group of people who have come together to do something, and to interact about that something, in our profession, and that we will consider ourselves—all of us—"media professionals."

A couple of days ago—in fact, the Friday night before the Iowa Committee came up here—I attended a rehearsal dinner for the son of a very close friend of mine. His name was Mark. It was marvelous and refreshing to see the exuberance and joy of Mark and his fiance, and of all the people sharing in that rehearsal dinner celebration. And indeed it was a celebration! Things happened there I'd never seen before at a rehearsal dinner. Individuals stood up and made toast after toast to one another, as they told what this new couple meant to them.

Scarcely a year before, we had attended the funeral of Mark's mother, who during the past year, had been slowly dying of cancer. The same people who had attended the funeral were also at the wedding, and it struck me, seeing them the second time, that in both cases we were celebrating a union. The funeral had celebrated the union of this lovely mother with her Creator, while the wedding celebrated the union of Mark and his bride.

Those two events drew for me a parallel with Okoboji. For some Okoboji might be a funeral, for others a wedding. But in either case, I would hope that this week could be the celebration of a union...a union of yourself with ideas, with new insights, with new found friends!

Okoboji was started 24 years ago by Lee Cochran, a man many of you know. Lee died this past summer. As one friend of mine said, "He died with his boots on." Lee was always active, always interested. His mind was keen and sharp, full of ideas, up until the very last. Lee was a unique person. He had an unusual and sensitive combination of many interests and energies. Lee was a fastidious collector of facts, figures. He wrote down everything. And he was often called upon to write histories of one group or another, of one association or another. In fact, I think he was writing a DAVI history at the time of his death. Lee was a futurist, his eye was always on the possibility, the opportunities, and the challenges which might be lying right around the corner. He was never complacent with the past.

Lee believed in young people; oh, how Lee loved young people! It seemed to me that he was happiest when he had his grandchildren around him; or when he had a group of graduate students in his living room talking about one thing or another. To many hundreds of people, he served as a mentor, a model, a counselor, a father confessor, a friend. Yes, from him, many of us have received significant personal and professional enrichment.

Lee was avid, nearly fanatic, in his pursuit of the development of leadership in our profession. His writings are full of leadership. He helped to shape and form the Leadership Development Committee of AECT, the AECT Foundation, and of course, Okoboji! The event we are celebrating this week was very, very dear to his heart. It was his life, it gave him meaning. Lee often remarked that he wished he could attend the 25th; he didn't quite make it. But Lee will be with us in spirit I am sure. He used to sit over there with his ear phones plugged into the loud speaker; very, very attentive and aware of what was going on. And he might be there now, helping to make this another very, very special Okoboji Conference. I sense that specialness already. This conference is going to be unique and different from any other that has ever been!

PARTICIPANTS

Shirley Aaron
Associate Professor
School of Library Science
Florida State University
Tallahassee, Florida 32306
Florida

Lucy Ainsley
Coordinator of Instructional
Media, IMC
Birmingham Public Schools
1525 Covington
Birmingham, Michigan 48010
Resource Delegate

Jay F. Angert
1202 Munson
College Station, Texas 77840
Graduate Student

Ellen Lou Aulds
Instructional Materials Center
511 Pamela Avenue
Oxford, Ohio 45056
Ohio

Susan Babbitt
Career Education Specialist
Tulsa Public Schools
3027 South New Haven
Tulsa, Oklahoma 74145
Oklahoma

Susan Bannon
10446 Willowdale Drive
St. Louis, Missouri 63141
Graduate Student

Barry Bratton
Assistant Professor
Instructional Design and
Technology
University of Iowa
Iowa City, Iowa 52242
Planning Committee

Barbara Brownell
Box 512
Henderson, Nebraska 68371
AECT

Tish A. Cavaleri
Professional Librarian
Pine Hill School
P.O. Box 37
Pine Hill, New Mexico 87321
New Mexico

Peg Childs
3515 B Kebil Drive
Indianapolis, Indiana 46224
Planning Committee

Francis Clark
Director, Educational Technology
College of Education
Texas A & M University
College Station, Texas 77843
Texas

Lida M. Cochran
Associate Professor
Instructional Design and
Technology
W13 East Hall
Iowa City, Iowa 52242
University of Iowa Delegate

Richard Cornell
GCB Room 310
Florida Technological University
P.O. Box 25000
Orlando, Florida 32816
AECT

Arnold Crump
194 Small Road
Syracuse, New York 13210
Graduate Student

Donna Danowski
1616 19th Street
Manhatten Beach, Calif. 90266
Graduate Student

Stephen V. Davis
322E. 28th Street
Kearney, Nebraska 68847
Nebraska

Deane K. Dayton
Audio Visual Center
Indiana University
Bloomington, Indiana 47405
*Media Design and Production
Division*

Leone E. Deskin
Elementary Librarian
H-1009 Victoria
Harlan, Iowa 51537
Iowa

Eileen Devine
Office of Audio Visual Services
State Library Commission of Iowa
Des Moines, Iowa 50319
University of Iowa

William D. Duncan
District Media Coordinator
Sweetwater School Dictrict #2
Box 832
Green River, Wyoming 82935
Wyoming

Frank Dwyer
114 Mitchell Building
Pennsylvania State University
University Park, Penn. 16802
Planning Committee

Burton Everist
1576 Glen Oak
Dubuque, Iowa 52001

University of Iowa Delegate

Eric Feeder
Richland School District #1
431 Friarsgate Boulevard
Irmo, South Carolina 29063

South Carolina

Ruth Fitzgerald
MAME President-elect
Linden Public Schools
4151 Louis Drive
Flint, Michigan 48507

Michigan

Adele Fujita
Librarian
Honolulu Community Action Program, Inc.
838 South Beritania Street, #202
Honolulu, Hawaii 96822

Hawaii

Barbara Grabowski
Office of Medical Education
Room 334A MSTF, 105 Pine
University of Maryland
Baltimore, Maryland 21233

AECT

Harry Herbert
Assistant Director of Media Services
University of Wisconsin—Stout
302 19th Avenue West
Menomonie, Wisconsin 54751

Wisconsin

Howard Hitchens
Executive Director
AECT
1126 Sixteenth Street, NW
Washington, D.C. 20036

AECT

Patricia Hunter
Learning Resource Center
Virginia Highland Community College
Rt. 5, Box 112
Abingdon, Virginia 24210

AECT

Dean Hustuft
Assistant Professor
Illinois State University
Department of Information Services
Normal, Illinois 61761

Illinois

M. Ellen Jay
2120 Terrace Hall
Kent, Ohio 44243

Graduate Student

Mary Kennedy
#106 Walnut Grove Trailer Court
Bloomington, Indiana 47401

Graduate Student

Dale Klitz
Media Director
Mountain Home High School
P.O. Drawer #6
Mountain Home, Idaho 83647

Idaho

Greg LaHatte
Route 3
Cleveland, Georgia 30528

Georgia

Jane Love
209 Commerce Street
Centerville, Maryland 21617

Maryland

Ann Lyness
University of Pittsburg
School of Nursing
991 Greentree Road
Pittsburg, Pennsylvania 15220

Pennsylvania

Joan Maki
1084 Pinehurst Trail
Grayson, Georgia 30221

Graduate Student

Leslie Marks
Instructional Media Center
Kansas State College
Emporia, Kansas 66801

Kansas

Ron McBeath
Director
Instructional Resources Center
San Jose State University
San Jose, California 95192

International Division

Ella Byrd McCain
George M. Rogers Area Vocational Center
One Greensprings Avenue SW
Birmingham, Alabama 35211

Alabama

Wesley J. McJulien
12C75 Gibbens Road
Route 7, Box 209B
Baton Rouge, Louisiana 70807

President-elect AECT

Wesley Meierhenry
61 Henzlik Hall
University of Nebraska
Lincoln, Nebraska 685[illegible]

Resource Delegate

Noreen Michaud
Librarian
Simsbury High School
372 Park Road
West Hartford, Conn. 06119

Connecticut

Elizabeth Patterson
Mississippi Gulf Coast Junior College
Jackson County Campus
Box 100, Highway 90
Gautier, Mississippi 39553

Mississippi

Richard C. Peters
Director, Learning Resource Center
Thomas Nelson Community College
P.O. Box 9407
Hampton, Virginia 23670
Virginia

James Picquet
2000 Walnut Hill Lane
Irving, Texas 75062
Graduate Student

Peggy Primm
University of Illinois
College of Nursing, Project Director
c/o Augustine College
Rock Island, Illinois 61201
Voted Back

Hugo Sandoval
Associate Professor of Library Science
George Peabody College for Teachers
Box 518
Nashville, Tennessee 37203
Tennessee

John See
President
Minnesota Educational Media Organization
17870 Italy Path
Lakeville, Minnesota 55044
Minnesota

Janice Sheftel
Library-Media Specialist
c/o H.B. Sheftel
5813 3rd Place N.W.
Washington, D.C. 20013
Colorado

Edward J. Siergiej
17 Roosevelt Place
Rockville Center, N.Y. 11570
New York

Sharon P. Simmons
Librarian
Clinton Community High School
Rt. 54 West
Clinton, Illinois 61727
Voted Back

Gary Sivertsen
Director, Learning Resource Center
Fort Steilacoom College
4901 93rd Avenue W
Tacoma, Washington 98467
Washington

Carolyn Skidmore
West Virginia Department of Education
Building 6, Room B-346
Charleston, West Virginia 25305
President AECT

Jim Smith
8082 T2 Greenbud Lane
Glen Burnie, Maryland 21060
AECT

James Sucy
Government and Education Markets Service
Eastman Kodak Company
Rochester, New York 14650
Resource Delegate

Janet Thiher
Control Data Corporation
Courseware Operations
Box 0, H0B02M
8100 34th Avenue South
Minneapolis, Minnesota 55440
ITED Division

Frances Thompson
Media Specialist
Miami Elementary School
2401 Beck Lane
Lafayette, Indiana 47905
Indiana

Roger N. Tipling
Assistant Professor
Southwest Missouri State University
901 South National Hill 402
Springfield, Missouri 65802
Missouri

Madeline Trimby
611 Kensington Road
East Lansing, Michigan 48823
Graduate Student

Roger Volker
Director of Instructional Resources Center
Iowa State University
321 Curtiss Hall
Ames, Iowa 50010
University of Iowa Delegate

Jerry Weimer
Director
Care Productions
4108 S. Fairhall
Sioux Falls, South Dakota 57106
South Dakota

Robert Z. West
Department of Instructional Technology
Towson State University
Towson, Maryland 21204
District of Columbia

Dianne Williams
Department of Public Instruction
226 Randolph Drive #213B
Madison, Wisconsin 53717
AECT

Rick Williamson
Bethany College
Bethany, West Virginia 26032
Voted Back

Bill Winn
Curriculum and Instruction
Faculty of Education
University of Calgary
Calgary, Alberta
Canada T2N 1N4
Planning Committee

THE IOWA COMMITTEE

Jerry Best
Manager, Graphics Unit
Audiovisual Center
The University of Iowa
Iowa City, Iowa 52242

Barry Bratton
Assistant Professor
Instructional Design and Technology
The University of Iowa
Iowa City, Iowa 52242

Gary Burge
Business Manager
Audiovisual Center
The University of Iowa
Iowa City, Iowa 52242

Ann Clark
Secretary
Audiovisual Center
The University of Iowa
Iowa City, Iowa 52242

Jan W. Cureton
Media Consultant
Audiovisual Center
The University of Iowa
Iowa City, Iowa 52242

Loren R. Forbes
Manager, Media Services
Audiovisual Center
The University of Iowa
Iowa City, Iowa 52242

Marty Lange
Film Library Coordinator
Audiovisual Center
The University of Iowa
Iowa City, Iowa 52242

Bill Oglesby
Director
Audiovisual Center
The University of Iowa
Iowa City, Iowa 52242

Charles Seemuth
Manager, Photo Service
The University of Iowa
Iowa City, Iowa 52242

James Smith
Electronic and Audio Specialist
Audiovisual Center
The University of Iowa
Iowa City, Iowa 52242

Mark and Judy Wehrspann
Resident Managers
Iowa Lakeside Laboratory
Milford, Iowa 51351

THE PLANNING COMMITTEE—*Front row:* Carolyn Skidmore, Peggy Primm, Peg Childs, Rick Williamson, Barry Bratton. *Back row:* Bill Oglesby, Francis Dwyer, Bill Winn.

DELEGATE CONCERNS

To help the Planning Committee prepare the opening activities of the conference, each delegate was asked to respond to the following questions:

1. What are some of the major issues which are included under the broad theme "Promoting Educational Technology?"

2. What is the role/responsibility of a professional person in promoting educational technology?

SHIRLEY AARON (Florida)

1. a) Identify priority areas within ed.tech. to be promoted and determine how these areas complement and contribute to current trends and directions in education.

b) Investigate the extent to which avenues such as state and federal legislation should be used to promote ed.tech.

c) Examine ways to counteract the negative effect trends such as the "back to basics" movement may have on the promotion of ed.tech.

d) Define human and material resources which should be utilized and possible methods to be used to promote ed.tech. effectively.

e) Identify the future possible roles of educational tech. to gain additional insights into what planning must take place to promote the most effective use of ed.tech. in the 1990's.

f) Examine the preservice & continuing education experiences necessary for professionals to effectively coordinate programs to promote ed.tech.

g) Identify ways to create a positive attitude toward ed.tech. in teachers and other ed. personnel.

2. To define the issues, provide the expertise to plan, coordinate and evaluate present promotional programs effectively, to identify future directions and work systematically toward achieving objectives related to educational technology, and to create new knowledge upon which to base future decisions.

LUCY AINSLEY (Michigan)

1. The field of educational technology shares a common conceptual framework but very divergent... IDENTITIES...APPLICATIONS...AUDIENCES

a) *Identities:* We tend to define "the field" by what we individually or categorically do and believe is important, excluding other colleagues & ignoring our mutual concern with learning processes.

b) *Applications:* The uses of instructional development and accompanying technology generally vary only in degree or sophistication. However, what our publics/clients view as educational media or technology is often a minute fraction of a whole.

c) *Audiences:* We have many publics, who like students in a learning experience, must be taken from "where they're at" in our attempt to promote strong application and support for educational technology. This is OUR responsibility.

2. As individual professions and as a field we must:

a) *Unify* the field with a broad identity we can all accept, support and defend, with an emphasis on process rather than things. This "united front" must include ALL of our colleagues, regardless of application or audience.

b) *Identify* influential publics who must be reached with I.T.'s broad philosophical base as well as specific applications. Legislators, Boards of Education, Trustees & Corporations, taxpayers and other educators are primary target audiences.

c) *Design* clear, clean messages with terminology and technology suitable to the audience and intent. We must learn to use the development and technical skills we practice within our field to SELL our real contribution to education. . .a structure and process for improving the learning experience.

JAY ANGERT (Texas)

1. No-frills education is a persistent demand in this era of fiscal conservatism. Clearly, one challenge for media professionals will be to avoid being perceived as representatives of educational excess. In promoting educational technology, one issue for the media professional becomes how to portray himself as a facilitator of student-teacher communication and not as a purveyor of glittering packages of advanced technologies.

An outgrowth of this role adjustment is a second issue facing the media professional: how to maximize the ratio of learning achievement to available finances. To this end, the stereotypical notion of media as a mere adjunct to the teaching-learning process must be debunked. This will involve no less a task than the reeducation of the lay public, school administrators and teachers as to the proper function of media in the learning process. It is imperative for the media to be viewed as an integral element in the design of instructional strategies.

2. The mere presence of media in the classroom is no longer a sufficient guarantee of either interest or achievement, if indeed it ever was. Both students and teachers have become jaded with technology. The notion that the media could teach, an operating principle of gross media comparision studies, is being met with increasing practitioner scepticism. The inconclusive results of these studies are being accepted [albeit belatedly] by media researchers, although this fact has long been intuitively suspected by teachers. Clearly, it will be disastrous for media professionals to see their role as salespersons for newer and more expensive media. The media professional, all too frequently thought of as a film custodian, must strive to promote himself as a member of an educational team dedicated to student achievement.

While media professionals must remain aware of the rapidity of technological developments, they also have a further responsibility, as instructional developers, to remain attuned to the transitory social and cultural forces which affect the implementation of innovations, be they curricular, instructional, or technological. Advanced technologies can potentially revolutionize, but also depersonalize, learning opportunities. The media professional must operate under the caveat that the humane application of technologies will result only when media decisions are made with consideration for the social factors and human differences which serve to create unique learning environments.

LOU AULDS (Ohio)

1. a) Local, state and national lobbying.

b) Motivation of administrators for effective use of E.T.

c) Initiation of visual literacy community programs.

d) Standardization of equipment.

e) Cooperation in networking—sharing of resources.

f) Adaptation of PR to your specific patrons—public school students, or industrial clients, for example.

g) Simplification of bibliographic control of non-print to improve access.

h) Precise analysis of needs—careful research on demography, perceptions of potential patrons, desires, etc.

2. a) Maintain a friendly, helpful approach to all patrons.

b) Show pride in your products and services—and profession.

c) Seize every opportunity to sell E.T.

d) Analyze your clientele and concentrate on the "plus" factors of your services.

e) Be conspicuous with evidence of satisfied patrons.

f) Utilize innovative PR, whether by radio, tv, newsletters, speeches, published articles, graphics, etc.

g) Be a catalyst—stimulate your colleagues in local, state, and national media organizations to greater efforts.

h) Utilize the extra-professional talents of each member of your E.T. team—i.e., creative writing by your artist, etc.

i) Demonstrate the effectiveness of E.T. as you participate in other professional organizations—ASCD or AAUP, for example.

SUSAN BABBITT (Oklahoma)

1. Several issues facing the professional in promoting educational technology in the public school system are:

a) Promoting the state, district, and individual building media centers through the support of state officials, superintendents and building principals.

b) Selling educational technology to the teachers, the students and the parents.

c) Successful lobbying to fund projects in educational technology.

d) Organize an informed, useful state organization to help the professional with leadership roles as well as utilization skills and public relations techniques.

2. The responsibility of the professional in the promotion of educational technology is communication and commitment. They must communicate to as many people as possible the capabilities of educational technology and they must follow-through on all "claims" of the greatness of educational technology. We will never gain growth if we proclaim our abilities and fail to follow through on our claims. The professional should be a valuable resource person. The possibilities of educational technology should be demonstrated to all concerned. The public relations involved in selling educational technology is the key to the success of educational technology.

SUSAN H. BANNON (Arkansas)

1. a) Educational technology is basic to the process of education or training.

b) Utilizing educational technology can be cost-effective for education/business.

2. a) Assume role of a leader in promoting educational technology.

b) Conduct research projects relating to utilization of educational technology.

c) Develop effective public relations program in school/business, etc. to promote use of educational technology among faculty, staff, etc.

BARRY BRATTON (Iowa)

1. Professionals in Educational Technology must begin to recognize and accept that, because of the complexities of our field and the various concerns of the persons in it, there will never be total acceptance of what to promote, to whom to promote, how to promote, etc. For example, media specialists may wish to promote the utilization of audiovisual devices by teachers, learning resource center directors may wish to promote the acquisition of materials, researchers may wish to promote new theories, instructional developers may wish to promote techniques for improving instruction. At best, we can collectively acknowledge our differences and assist our colleagues whenever possible.

Regardless of our place within the profession, some basic questions must be answered before we launch a "promotion":

a) What do we wish to promote?

b) Who is the target audience?

c) How shall "it" be promoted?

d) How will we know if we are successful?

2. As stated above, the professional must be tolerant to the diversity within our profession. This, however, may lead to ethical conflicts of interest. How can an instructional developer, for instance, assist the media specialist, promote teacher utilization of media when he (the I.D. professional) consciously believes that promoting media to teachers is an inappropriate activity? We have yet to resolve such issues. Yet, we must if we are to remain as one profession.

A second professional responsibility for us is to constantly improve the quality of the professional preparation programs which produce new professionals. There is too little feedback from the established individuals to influence the directions of the training programs. Consequently, many graduate programs continue to offer the same curricula and courses which were taught a decade ago. Our field is developing too rapidly to permit this stagnation at the entry point to the profession.

BARBARA BROWNELL (Nebraska)

1. Foremost in the promotion of educational technology is a clear cut understanding of the implications of educational technology by the technologist. The technologist can then meaningfully direct his/her attention toward the decision makers so that they may develop a critical awareness of educational technology and its involvement in the life-long learning process. Communicating the awareness of educational technology to the public sector then becomes the next task. This in turn will provide opportunities for involvement within the educational technology program for all users.

2. The active professional role of the educational technologist involves complete awareness of the needs of the learner, the professional staff and the community. Turning in to these needs will aid in determining the action to be pursued. The obligation to study these needs will result in a positive attitude toward educating the user. Furthermore, it behooves the professional to demonstrate to the technology into the daily learning processes. An evaluation of current practices will then determine the needs and new directions and goals which will be faced by the professional.

PEG CHILDS (Indiana)

1. a) Who should promote educational technology?

b) Identification of the promotional audience.

c) Does promotion begin at the degree program level?

d) Should there be more stringent (competency based) requirements to obtain a certification in educational technology? Meaning, the more prepared an individual is to do a job the better the field's p.r. levels.

e) What is promotion?

f) Will 'real life' public relations techniques work in an educational setting?

g) What can professional groups do to make practitioners more aware of the field's p.r.?

h) What can an educational technology professional do to help peers in the same field wake up to the realities of the need for good p.r.?

2. A person in the educational technology (E.T.) profession must learn to promote E.T. or be prepared for the predictable decline in funding (that's the key to existing) all the way from the federal to the building level. Each individual working in E.T. should be familiar with the change agents in the building, system, and community and work to familiarize those persons with the functions, services, benefits and future necessity of E.T.

Practitioners of E.T. in the industrial marketplace probably know that publication of results and recognition by both employees and supervisors of the services of the training specialist is the best way to assure that a program/position will be on-going. Those E.T. professionals in education must realize the same thing and set about making students, teachers, supervisors, school boards, and parents know what E.T. is and that it must stay in order to expand teaching strategies and learning experiences.

FRANCIS E. CLARK (Texas)

1. Education is experiencing increased legislative pressure for "accountability" not only in elementary and secondary education, but also in higher education. Legislators and higher education officials are greatly concerned about the rising costs of higher education, the expansion of facilities by individual institutions without regard to future needs, overlapping curricula, off-campus course duplication and proliferation, and professorial tenure. Public schools must contend with pressure from state departments of education, taxpayers, parents, and an eroding tax base. Combine these pressures with a growing erosion of public confidence in education and unionism strategies of teacher and professor organizations, and the educational environment becomes clouded.

2. In order to steer a straight course while being buffeted by such obstacles, educational technologists must be skilled in political, economic, and management processes. A more realistic picture of the culture in which schools and colleges exist is needed. This includes a better understanding of the interdependence of educational institutions as subsystems of larger social systems and of the nature of formal organizations. Thus, the identification of common tasks faced by educational technologists is important if better understanding of their environment is to be realized.

Current thinking suggests four tasks which are most common from organization to organization. They are as follows:

a) Plan programs or activities to accomplish organizational goals within human and financial restraints.

b) Establish a climate in which creative and responsive people will support organizational goal attainment.

c) Devise an information system to assist in the determination of goal accomplishment and organizational performance.

d) Be aware of and constantly involved in the delicate balance of the levels of interaction of the individual, the organization and the cultural and environmental context of the organization.

Obviously,there are other tasks common from organization to organization. However, the four suggested tasks are basic to sound promotional programs in most situations.

LIDA COCHRAN (Iowa)

1. a) Knowing what it is we are promoting. Every person in the field (practitioners, students, E.T. faculty members) should have an understanding of the meaning of Educational Technology—its history, its present conceptualization, its potential for the future.

b) Keeping human values foremost in our thinking. Present conceptualization should include the ideal of an educational system based on true freedom and true technology. (For explanation of "true" see Silber, Technology and Freedom in Educational Technology, Jan. 1972, p.27 - 34)

c) Developing greater ability in communicating with other educators and the public. We should spend more time talking and listening to people who are not "in educational technology".

2. To care enough to do one's best. One's "best" implies adequate preparation and lifelong learning, as well as pride in, and dedication to, one's professional field.

RICHARD A. CORNELL (Florida)

1. In times of a large inflationary spiral in the nation's economy, media professional have to "run as fast as they can just to stay in place."

Because of many and diverse elements seeking a piece of the media "action", the media professional must clearly exert (assert?) his/her professional presence to a confused public and spell out, in very specific terms, just what it is that makes the media specialist a unique and valued (as well as integral) member of the instructional team.

Soundly conceived and executed research studies in educational technology must be undertaken; present and past research results should be widely disseminated; the focus of future studies should concentrate upon major and educationally significant issues which the public(s) will see as being important contributions to the field of education at large.

2. If educational technology is to be adequately promoted it must go without the profession to do so. We must cease convincing ourselves that we are what we are and tell it to the rest of the educational community. Within the ranks of our professionals there are perhaps thousands of people who specialize in promotion each working day; yet, these same pro-

fessionals are all too often the last to be called in to "cure the ailment" and a search ensues beyond the profession to do what we can and should be doing ourselves. An example or two may suffice:

a) There was recent news issued from AECT that a "leading editorial consultant" be hired to work with the (AECT) staff to improve *Audiovisual Instruction* (AVI) magazine. If the national office had, within its computer data, the background professional information on its members, chances are that hundreds of highly qualified names would emerge as having the requisite experience to assist the staff.

b) In far too many instances I have observed, over the past seventeen years in AECT, an almost total lack of innovation in the presentations being made by our national officers, both those elected and those resident in the AECT Headquarters as well. Any time one of such stature goes out to make an address, be it at state, local, regional and/or national meetings, the visuals used should be of nothing less than top quality. There is absolutely no excuse for substandard or no visualization being used by any of our AECT members! Professional excellence in the production of visual and audio/video materials must be the rule, not the exception! It is especially critical that such be the case when our officers are speaking to groups other than those normally considered within the profession. This is not, in any way, to negate the use of such quality materials within our own members' meetings.

Lastly, if the Association is to continue to grow, both in numbers and in professional esteem, there must be a return to the times when the very atmosphere of a national convention literally sang with the electricity of excitement; when members would, no matter the cost, spare no effort to attend the national meeting—just to get a chance to hear a "Jim Finn" or a "Lee Cochran" deliver an address that left us all rabid with the fires of true professionalism! In short, there must emerge, possibly from Okoboji, a new theme of unity, of the willingness to face the issues and be controversial if necessary, but for God's sake, to be! If each member will stand up and be counted, willing and able to contribute time, talent, and money towards the improvement of the profession (and with it, the Association), then thematic topics such as that prescribed for the 1979 Okoboji Conference would be superfluous...

DONNA L. DANOWSKI (California)

1. Some major issues are related to the following:

a) The role of the library as a technological environment promoting a relationship with the public.

b) How do you secure the cooperation of the public served by different institutions?

c) What are the key factors related to administrative and political decision-making that need to be identified and how can the communication process better serve to not hasten an educational technology downfall?

d) What useful diffusion techniques can be implemented to promote educational technology in industrial and underdeveloped countries?

e) What is the meaning of public relations in educational technology?

f) What is the relationship between successful public relations and a successful media program? Does one imply the other?

g) What is the role of planning, interpretation, implementation, and evaluation in public relations?

2. a) "To strive toward a cooperative effort with the community in achieving ends of education generally and of the instruction in particular." (Hitchens)

b) To actively participate with the citizenry in studying, planning, interpreting, deciding, executing, and evaluating the utilization of educational technology.

c) To convince ourselves and several publics of the importance of media, of all types, in the learning process.

d) To convey an attitude of willingness to help to work cooperatively and provide services that are deemed necessary.

e) To be accessible as much as possible to the user and consumer of instructional technology.

f) To clearly define the term of "educational technology" for the lay person.

g) To understand and execute competently the phases of consulting (marketing, contracting, engagement, or entry, diagnosis, design, implementation, evaluation, and disengagement) with relation to the promotion of educational technology.

STEPHEN V. DAVIS (Nebraska)

1. In my opinion the main issues do not concern the promotion of educational technology, but educational technology itself. Probably the most volatile issue surrounds one of the newer forms of educational technology, the personal computer. The issue concerns the role of technology in the educational system: will the technology replace educators or will it be a tool of educators? The promotion of the personal computer will be directly affected by the way this issue is resolved. Also, with the large amount of publicity and information that is now being generated on the videodisk and personal computer, we must not ignore the more traditional forms of

technology. Obviously, they still have a role to play in education and new design elements and utilization concepts should be developed for their more efficient use.

2. The media professional has an important role to play in the promotion of educational technology. The very nature of the professional's education, position and experience place him in the position of being considered an "authority" on educational technology within his educational institution. Because of the role the professional plays within education, he has the responsibility of promoting as many different types of technology as is feasible within his institution and outside it. To fulfill the responsibility, the media professional must:
a) Keep abreast of new developments in the field
b) Be able to distinguish between different commercial brands of technology and know positive and negative aspects of them.
c) Develop new ways to utilize the various types of educational technology.
d) Communicate his knowledge to his colleagues. Communication is probably the most important, for if the professional can't communicate his ideas, his knowledge and experience will be wasted and his colleagues and patrons will suffer.

DEANE K. DAYTON (Indiana)

1. a) Changing our image from a machine orientation to a people orientation.
b) Maintaining the quality of media programs in light of budget cuts.

2. Our responsibility as media professionals is twofold: first, we must set the example for effective media usage. What we do is more important than what we say. Many "media professionals" lose credibility by using poorly prepared media, by using well-designed media in an ineffective manner, or by wasting valuable resources on elaborate media which is intended solely to showcase their production skills. If we cannot use media effectively, others will not see the value of media. Second, we must keep the decision-makers (administrators, legislators, public, etc.) informed about the advantages of educational media and we must showcase those programs where media is used effectively. We must make them realize the ramifications of budget cuts and the possibilities of increased funding.

LEONE DESKIN (Iowa)

1. a) With the vast amount of material and equipment on the market, selection and evaluation is becoming increasingly difficult.
b) Teachers when reading publishers' blurbs are not trained to be discriminating and are not on the alert for false advertising.
c) Local vs. professionally produced material. Locally produced can be designed to fit objectives-is the quality high enough to be worth the time and expense?
d) Promotion of educational technology as auxiliary—not just supplemental.

2. One of the responsibilities of a professional person in promoting educational technology in the public schools is to be knowledgeable about material and equipment available. The professional has a responsibility to the classroom teacher and schools that money is spent wisely. One way of insuring this is by using review tools available and working with the teacher to select material to fit the curriculum. The professional must have a thorough knowledge of the curriculum and keep in close touch with the teacher to get material in the right place at the right time. The teachers use the excuse of being too busy to use material—the media center can provide an added room and an extra pair of hands.

BILL DUNCAN (Wyoming)

1. Utilization must be stressed when promoting. Educational technology should intensify curriculum, not supplant it. Improved education is the only reason for promoting educational technology. Too often promotion stresses the new and different rather than the more effective.

Issues, then should include 1) ways and means of efficient utilization, 2) better methods for integrating educational technology and curriculum—including but not limited to various instructional development models, and 3) ideas for involving all educator levels in construction and promotion.

2. A professional's responsibility is to promote effective instructional programs. A professional's role is integrating educational technology and instruction to provide more cogent education.

FRANCIS M. DWYER (Pennsylvania)

1. a) Developing strategies (procedures) and theories for effectively utilizing educational technology in the classroom.
b) Emphasizing both the theoretical and practical justification of educational technology as an integral component of the teaching-learning process.
c) Sustaining systematic research investigating the relative effectiveness of different "types" of educational technology in promoting maximum information aquisition of different kinds of educational objectives.

d) Developing comprehensive public relations at the local, state, and federal levels to communicate the importance of continued acceptance and financial support of educational technology.

e) Promotion of the development of quality software materials designed to achieve specific types of educational objectives with specific types of learners.

f) Emphasize how the use of media in the teaching-learning process is in congruence with guidelines suggested by "established" learning theory.

g) Preparation and certification of educational technologist (developers).

2. Education is currently experiencing financial crises which are necessitating that everyone justify the financial outlay made for his position, equipment, and materials. At all levels instructional media specialists and users or educational technology are being challenged to defend their usefulness in the teaching-learning process. This is not always easy to do because of the contradictory nature of empirical findings which have resulted from media related research studies. For example, if one were to survey the available experimental media research, a number of studies would be found in which instruction utilizing media was significantly more effective than conventional instruction. Some studies would also be found in which the mediated instruction was found to be significantly less effective than conventional instruction, and others would be found in which no differences were found to exist between the mediated and conventional instruction. To further complicate media justification, when significant differences are obtained in empirical studies, the results are seldom in agreement with other research findings investigating similar programs. Opponents of media and technology are quick to cite these contradictory findings as an indication of ineffectiveness.

Since it has been documented that properly designed visual materials can significantly improve student achievement, it is imperative that individuals charged with the responsibility of justifying media utilization and conducting public relations programs trained able to detect those deficiencies in media research which contribute to its failure to generate consistent findings of superiority. Once deficiencies are identified, contradictory findings can be explained and the use of media and technology justified.

ERIC FEDER (South Carolina)

1. a) The urgency to inform our "publics" in times of budget cutbacks and "back-to-basics" movements; educational community and taxpayers.

b) Overcoming the image of "Audio-Visual Aids."

c) Inclusion of media specialists on curriculum committees

d) Improper utilization of media.

2. a) To meet with other educators to promote proper utilization; conduct inservice and personal conduct.

b) To insure availability of media and reliable hardware.

c) To work to include media skills in minimum competency programs.

d) To do their job to the best of their ability.

RUTH FITZGERALD (Maryland)

1. The theme, promoting educational technology should be included in a larger theme, promoting educational media programs. The combination of materials, technology, and users cannot be separated. In times of declining budgets and enrollments, the task of promoting media programs becomes crucial to survival. Promoting educational technology can also refer to cooperation and support from local, state, regional, and national organizations. The sharing of successful and positive promotion can strengthen all of us.

2. Professional people need to increase their efforts in promoting a positive attitude toward educational media to build support and success. Media people must take a leadership role in the promotion of our programs. Who can better explain and interpret the value of media programs? Who is in a better position to recognize interesting aspects in a media programs? Who already has the production skills to show the public that we are essential to education? If the media profession doesn't promote media programs, who will?

ADELE FUJITA (Hawaii)

1. a) Media services in light of rising financial cutbacks.

b) Dissemination of information--use of the minicomputer.

c) Technology—is it replacing the production person, i.e., computer graphics.

2) The professional person may well be the first experience an individual may have with the field of educational technology; therefore it becomes essential for the professional to promote the field in their attitude when dealing with people and in their performance on the job.

BARBARA GRABOWSKI (Maryland)

1. I see three major issues included under the broad theme in need of solution. The first issue deals with defining educational technology. In order to cast a promotional campaign, one must first have a well-defined idea of what is being promoted, that is, its characteristics, subparts, advantages, disadvantages, uses, etc.

The second issue deals with establishing the worth of educational technology. We must make certain that the worth of educational technology is established for all to see. Empirical evidence must be obtained to support the premise that educational technology can be cost effective. This means gathering existing evidence and devising systematic strategies for evaluating existing and future programs and instructional packages.

The third issue deals with the identification of avenues and strategies for promoting educational technology. Through the identified avenues general strategies should be implemented. This means that promotional efforts be carried out at the institutional, local, state, national and international levels to make an impact.

2. A professional in our field should gladly accept responsibility for promoting educational technology and seek out opportunities to do so. First and formost, a professional should conduct and publish significant research that establishes the cost effectiveness of educational technology strategies. Next, a professional should be active in leadership activities within his/her organization, keep abreast of new innovations and methods of learning, and encourage qualified people to enter the profession. Yes, accepting responsibility means actively seeking out those opportunities which would enhance the credibility of educational technology and its image as a valuable and worthwhile approach to learning.

HOWARD HITCHENS (Washington D.C.)

1. There are some activities that we do not normally think of as specifically promoting educational technology. For example, the quality of the program of educational technology in a given institutional context can be a major underlying selling mechanism. If the program itself and the professionals and high quality tools which are involved with that program are perceived to be useful and contributing to the mission of the institution in a significant way, the promotion of educational technology is remarkably facilitated. In short, the educational technology program should have a "reasonable fit" in the institution.

2. The role of the professional person in promoting educational technology is at least two-fold: 1)to develop his competence and professionalism as far as he can, and 2) to serve as the advocate for the educational technology field. Promoting ed tech depends on perceptions of others, and, therefore, the professional person must be well trained in communication and the development of perceptions to be effective.

PATRICIA A. HUNTER (Virginia)

1. a) Need to promote ET as an integral part of educational process both in formal education and continuing education.

b) Approaches and methods.

c) Continuing education in public relations.

d) Strategies for increasing awareness level.

e) Ethics of promotion.

2. It is the responsibility of the professional in ET to organize and integrate his/her program into every aspect of the educational institution, from recruiting through instruction to graduation and beyond. If the professional doesn't institute this promotional process, it won't be done.

In addition to initiating the process, the professional must broaden the promotion to include community persons and other professionals. The professional should consistently work with and promote ET through his/her personal contacts, thereby creating a promotional network. This network would automatically increase community and professional awareness of the uses and benefits of educational technology.

DEAN HUSTUFT (Illinois)

1. There are several basic issues confronting the promotion of educational technology—basic because they have been with our profession for many years, and yet no one seems to be able to do much about these constraints. First, there is the lack of consistent research results; we must provide substantive evidence that media makes some kind of noticeable difference in the classroom. Secondly, the "entertainment" image of media must be eliminated. Classroom teachers must integrate media into their classroom activities, not simply tack them on as classroom embellishment. Thirdly, there is a nation-wide need for legislative mandates concerning the use of media in classrooms. Unless pressure is brought to bear upon local boards of education, there will be a contined reluctance to dedicate local funds to the operation of media centers. Finally, the time available in a teacher's

busy day must be considered. The educational reward system must make it worthwhile for teachers to invest time planning and preparing for classroom media utilization.

2. Perhaps the first thing a professional must do is realize and admit that educational media are not necessarily appropriate for all teaching strategies nor are they equally useful for all bodies of subject matter content. An effort must be made to identify and publicize classroom teachers who do an exemplary job with educational media. In-service training and school media program visitations need to be palatable and personally valuable for teachers. Media professionals must help interested individuals grow as effective classroom communicators. These same media professionals must become more active in local, regional, state, and national organizations. Their time and effort can be well-invested in such activities as lobbying efforts, writing letters, and community involvement. The educational media story must be brought before the community and support solicited for each respective school program. Media professionals must insist upon higher standards and qualifications for persons preparing to enter this field. Quality people make quality programs

ELLEN JAY (Ohio)

1. Major issues include identifying: 1) the intended audience for various promotional activities, 2) ways to demonstrate the value of educational technology, 3) the potential role of a mass media campaign, and 4) ways to match educational technology with specific learning situations.

2. It is the responsibility of media professionals to create opportunities and to take full advantage of opportunities that present themselves to encourage quality use of educational technology by themselves and others.

MARY KENNEDY (Indiana)

1. A major issue involves the selling of the term "educational technology" in its broadest sense. It is generally accepted within the field that the term is process-oriented, but little concensus is evident on how to disperse, implement, and manage this process. To this end we need to communicate clearly, loudly and succinctly. Twenty years age, leaders in the field celebrated the move from the curriculum planning stage of the education process. We have worked in the planning stage long enough, and with little enough reward. Curriculum determination is necessary if we are ever to do more than impose a thin veneer on an already existing, badly out-dated framework.

2. The professional must communicate. He must not only communicate to his fellow specialists but to those involved on all levels and in all areas of education. A growing trend within the area of educational technology is specialization. While it is indeed admirable to encourage diversity and to cater to the needs of special interest groups, we must guard against isolationism. Today the production person, the instructional developer, and the media manager grow more apart, sharing less and less of common concern and interest. If we cannot communicate within the field, what hope have we of communicating effectively with others?

N. DALE KLITZ (Idaho)

1. a) Media Management

b) Assertiveness Training

c) Budget Writing and Requests (Zero Based) coupled with accountability for financial requests

2. To provide the necessary leadership within ones setting to promote the utilization of the various forms and types of educational media materials and technologs, as it relates to his/her present situation. We need to sell both ourselves as individual leaders and out media program.

GREG LAHATTE (Georgia)

1. With inflation continuing on into the eighties, we can look for continued budget cuts in all phases of public education. Allowing administrators and legislators to think that "the media" is an extra frill that can be dispensed with is a mistake. Educational Technology must be promoted in the light of what it can do to help econimize the teaching process. Additional research is needed to prove that learner objectives can be met effectively through technology, often resulting in a savings to the taxpayer.

2. There is a distinct need for all professionals involved in the educational technology field to practice public relations, whether through informal discussions or active participation in public relations programs.

A major responsibility for media professionals is dispelling the notion that educational technology alienates the student from society. We need to show how media can actually enhance students' awareness of society's needs and problems, and thus result in an increase in their decision making activities.

JANE LOVE (Maryland)

1. Feedback of performance of PR program.

ANN LYNESS (Pennsylvania)

1. Identifying areas for needed research seems to be a major issue. What has the research told us and what are the gaps in research. These are problematic questions. Also a consideration might be what kinds of research have been conducted in industry that can be useful in the area of education.

2. Having an understanding of legislation, funding opportunities and means of professional communication. This conference is an example of the last point.

JOAN MAKI (Georgia)

1. AWARENESS: Explaining to lay persons what educational technology is all about.

b) PUBLIC RELATIONS: Promoting the values of education.

c) COMMUNICATION CHANNELS: Interlacing educational technology with other professions.

d) ASSESSING THE MARKET: Analyzing the market as to possible jobs for those that we educate.

e) EDUCATING A MARKETABLE PRODUCT: Plan programs for students that will give them the skills to find employment.

f) CREATING A LARGER MARKET: Consult with business, industry and specialized professions as to ways that they can further utilize the talents of educational technologists.

g) DESIGNING NEW PROGRAMS: Assess the possible careers that could build on the already developed instructional skills of the educator and train these people for alternate paths.

2. RESPONSIBILITIES
The product (students) turned out by an educational institution is our best public relations tool. Building "marketable" programs for these students is our main responsibility in higher education. Every successful business is built on the products and services it markets. A strong emphasis on training marketable students will strengthen the need for higher education and bring more students into the colleges and universities to gain the necessary skills. This is the continuing circle that promises survival for the academic community and a market for those whom we are educating.

"Displaced teachers" has become a national crisis as the lack of jobs and low salaries make the profession unstable. There is a need for "retraining teachers in marketable skills." Educated people trained in the design of instruction has possibilities if we can assess the market and find the places that need people with these skills. Redirection into fields needing human relations skills, training skills, and communications skills are possibilities.

A need exists on the market for persons to develop software for computers suitable for educational purposes. Another need lies in the area of telecommunications to counteract the flow of solely "entertainment" features that flood the television networks.

A systematic reassessment of our educational system with a look to the future would open the doors to new and innovative possibilities to utilize the talents of the educational technologist. Without foresight in planning for future careers we are but "retreading our tires." We need some newly designed "wheels" to make education a distinguished profession.

LESLIE MARKS (Kansas)

1. a) The coming media revolution.

b) Electronic publishing (Telly Mag.)

c) Problems and needed direction in the profession of educational technology.

2. a) Leadership by "X" and "Y" system.

b) To get out of the restricted conception framework from which many educational technologists view their field and profession.

ELLA BYRD MCCAIN (Alabama)

1. First, there must be plans of action which will direct and accelerate the cooperation, adoption and use of educational technology within the educational programs provided to and by all educational agencies in a state. Second, alter attitudes and behavior and decrease the resistance to the use of educational technology by teachers through learning alternatives such as seminars, in-service and continuing education training, workshops, higher education courses, etc. Allow teachers in institution and staff development programs to become professionally equipped to use educational technology in order that they may respond to the changing practices in education and new ways of providing learning opportunities for students. Third, practical cook-book style directions for developing an organized, comprehensive and balanced public information program that projects a positive image through public relations, that strengthens public awareness, develops appropriate public expectations and builds public confidence in educational technology. A heightened level of awareness needs to be developed on the

part of all educators and people (tax-payers as well as elected officials) who make decisions of where the educational money is to be spent.

2. Emphasize the instructional role to the public. An active media program will immediately reveal a whole series of learning experiences directly related to the educational objectives accepted by the faculty.

Project a positive image before the administration and the public by eliminating rigidity and lack of flexibility in fragmented groups.

Make a commitment to the goals of a professional organization that is dedicated to the improvement of learning and the use of educational technology.

Become involved in a national voice in all matters pertaining to the improvement of learning. Through national membership in such organizations as AECT, the professional receives up-to-date information on aspects of concerns directly involved in making things happen and in giving sense of direction to final outcomes.

Develop position statements which will describe clearly the job description, essential aspects of the role and competencies of professionals.

Get the message of our potential to decision-makers and the public.

Recognize when teaching styles may need to change to accommodate educational technology and PROMOTE WHAT WE BELIEVE.

WESLEY MCJULIEN (Louisiana)

1. a) Public relations programs.

b) Formulating actions for meeting membership needs.

c) Participating in legislative activities.

d) Cooperation with organizations of similar interest.

e) Developing and writing proposals for funding.

f) Prepare and distribute stimulating non-periodicals on current topics within the field.

g) Develop adequate skills in working with individuals and groups (in-service training).

h) Accreditation and certification of programs and personnel in the field of media.

2. I see the role/responsibility of a professional person in promoting educational technology as one of a change agent. The major responsibility of this person would be the conscious utilization and application of knowledge as an instrument or tool as a vehicle for modifying patterns of technological practice. For example, technologies of communication, based upon new knowledge of audiovisual devices, television, mini-computers, etc., loom large among knowledges and technologies that promise greater efficiency and economy in handling various practices in education. Most of all, a major responsibility seems to be one of being a proactive participant (make-cause things to happen) rather than being reactive.

ELIZABETH PATTERSON (Mississippi)

1. I am approaching the theme "Promoting Educational Technology" as referring to bringing educational technology to the attention of the general public. Three of the issues to be involved are the following:

a) Explaining the benefits of technology in education to the general public. So much of what we, the media professionals, present to the public is really directed toward other professionals. We must seek to make contact with the general tax-paying public neither with professional jargon nor with extravagant packaging.

b) Countering the claim that mediated instruction is not as cost-effective as traditional instructional methods. I believe that this idea is still haunting the profession because we have not effectively gone to the general public.

c) Competing for limited space for educational news in the news media. There is heavy competition for the available news space from all special interests groups much less from educational groups. The media professionals will have to become more sophisticated about approaching the news media.

2. The very heart of the media professional's job is promoting utilization and, consequently, awareness of educational technology among the other professionals and students in education. The media professional's role should be extended to include the general public.

RICHARD PETERS (Virginia)

1. a) Promoting appropriate use re: learning.

b) Defining success in Educational Technology and identifying incidents rather than listing uses. (Sell real success rather than potential.)

c) Are we promoting technology or promoting cost/effective solutions to critical problems?

2. a) Emphasizing professionalism vs. "saving our jobs."

b) Relating Educational Technology's critical role in institutional development.

JAMES PICQUET (Texas)

1. "Promoting Educational Technology" is a full-time job for every serious educator. The issues which are of major importance when considering this broad theme are numerous.

Making users aware of current and new terminology, trends, techniques, equipment, and theory is an awesome task. Promotion timing, techniques, avenues and vehicles of delivery, etc. are all important parts of getting the word out.

Use of positive subliminal promotion techniques may be a wave of the future in educational technology. Use of advisory boards, committee membership (getting ed. tech. people in the right places) and careful budget and reporting processes are ways of creating high visibility. Special emphasis days or week are good avenues of promotion. Promotion through newsletters, memos, catalogs, newspapers, and periodical publishing of personnel's articles are all currently accepted standards, but we often overlook the best tools available to us such as our own technology and capabilities in production of nonprint software.

2. Management of promotional activities is probably the least emphasized and most critical aspect of the marketing and promotion game. Ample ability in the planning, organizing, decision-making, directing, and evaluation part of administering a promotional activity is the real key to success. Few ed. tech. people are adequately equipped with this type of educational and personal experience. To succeed in the promotion of educational technology we must all prepare ourselves in the fields of salesmanship, advertising, management, diplomacy, and counseling.

PEGGY L. PRIMM (Illinois)

1. Major issues to be addressed within the promotion of educational technology include:

a) Awareness of the popular "salesman" technique of effectiveness propaganda.

b) Effects of reduced funding on both promotion and development activities of educational technology.

c) Reduced mobility of both audience and message deliverers.

d) Educational reaction to dehumanization blamed on computers and mechanized communication modes.

2. Professional persons must maintain accountability when promoting educational technology. In order to be accountable, we must promote educational technology only when it is a project that meets the criteria of:

a) Relevance of the technology to the objective rather than promotion of the technology as an end in itself.

b) Effectiveness of the medium for the message.

c) Efficiency of delivery.

d) Need for standardization of the message and long-term use of capital outlay funds.

e) Promotion of educational technology must be honest in the promises and expectations.

HUGO SANDOVAL (Tennessee)

1. Educating the public: administrators, teachers, parents, students & colleagues in what is educational technology. Lobbying: Legislative and administrative support for the implementation of Ed Tech programs (training and utilization). Design of PR Programs for Ed Tech (in journals, mass media, and professional organizations).

2. Being a role model for students, colleagues and supervisors while at the job supporting training programs in Ed Tech. Participating actively as an individual in professional activities as an Ed. Technologist. Publishing and speaking on behalf of Ed Tech frequently. Keeping up with professional organizations in Ed Tech.

JOHN H. SEE (Minnesota)

1. I believe we must begin an active public relations effort to help develop a better understanding of what media is and what media professionals are. We must make as many people as possible realize that media is not a basic skill of the future...it is basic NOW and must be emphasized along with other new basics that include learning to deal with complexity and change, learning-to-learn, individual fulfillment and excellence while practicing social responsibility, and Maslow's thoughts about human needs and their effect on people of all ages.

2. In order for media to become a basic, it cannot be thought of as a product. Materials and machines are not basic, although they are also called media. They are only part of a larger process, a media process called instructional technology. It is a combination of materials, space, facilities, and staff which are used in a systematic way to affect how students learn and deal with expanding amounts of knowledge. The process is basic, the product is not. It is vital that the professional practice effective ET strategies and become even more visible, in a positive way, at whatever level they work. Each of us has some impact on the total image of media. No matter what we

say about media or media centers, when a staff thinks of media, they think of the media professional. The machines, materials, etc. become directly related to the personality and ability of their media professional. In the long run our total image is changed one way or another.

JANICE SHEFTEL (Colorado)

1. a) Integrating "promotion" in all planning and budgetary processes—promotion is not to be tacked on at end of process.

b) Surveying user needs and extension of services to those not currently being served.

c) Questions have been raised in *School Library Journal* about the appropriateness of some types of promotion.

2. a) Persuade administrators of the need for promotion.

b) Insure that the message is being directed to the intended audience in the most effective, cost-effective and timely manner.

c) Include evaluation mechanisms in the promotion process.

EDWARD J. SIERGIEJ (Connecticut)

1. a) Local funding limitations.

b) Administrative support.

c) Board of Education support.

d) Adequate supporting research.

2. a) To present adequate supporting data as to the effectiveness of the particular technology involved.

b) To detail the cost effectiveness, if any, of the specific technology to be promoted.

c) To discriminate and "sort out" to be selective in one's promotion.

d) To maintain a proper posture regarding legal aspects of copyright.

e) To be able to see beyond the glamour of new developments in the field. Do present techniques accomplish the task satisfactorily?

SHARON SIMMONS (Illinois)

1. There are many major issues involved in the idea of promoting Educational Technology. One of the large areas of concern is simply defining "Educational Technology" itself and identifying those people who work within our field. Certainly some fellow professionals do not see themselves in the "technological realm," and yet their skills and knowledge are vital in the educational process. Another issue to be looked at is identifying, realistically, the audience to which our ideas and philosophies will be addressed. We would like, I am sure, for *everyone* to hear our message; but with the days of only limited staffs and limited funds at our disposal, we must analyze carefully to whom we will aim our messages. Will we approach large governing bodies who legislate at the national and state level; local governing agencies, such as school boards; parent's groups, individual community members with power, fellow faculty members, students? Or will we approach a combination of audiences? Naturally, we must also decide in which format we will promote our message. More than any other professional group, we should be able to utilize a variety of print and non-print formats to "spread the word." One other, but by no means the final, issue is how we can best combine our forces on state and national levels in order to get maximum mileage out of all of our promotions. How do we, as fellow professionals, become more aware of successful promotions carried on in the next state, or in a state 3,000 miles away? Professional journals, of course, carry "success stories" which we can read. But how can we best network these ideas to everyone in an economical way? How do we get professionals excited and involved and willing to share their ideas rather than hiding them? How do we get everyone involved?

2. The role/responsibility of a professional person in promoting educational technology is a vital/large one. If the professional person does not care enough about his chosen field to tell others about it and how essential it is in the educational systems of our land, then we cannot expect anyone else to do it for us. Ideally, of course, we will not be doing the job alone. If we do our work correctly and have within our being a vitality and excitement about what we are doing, fellow professionals and lay people as well will help to "carry the banner" with our message. Each of us must take the time, not only once but frequently, to assess our educational audience, our responses to their needs and the best ways for us to promote our services and technology so that optimum learning takes place. We cannot expect anyone else to assume our professional responsibilities for it is we who have been trained for our diversified roles in Educational Technology. Continued research is needed in our field so that we as a group are aware of trends and changes as they happen. The results of this research must then, of course, be applied to our daily career experiences. We must all be lifelong students in our field so that we are knowledgeable and recognized as such. Perhaps most importantly of all, we as Educational Technologists must sell ourselves. We must strive to be helpful, friendly, and genuinely concerned about others and their needs. When the combination of knowledge in one's field and a concern for other people strikes just the right balance, the message for Educational Technology will not only be heard; it will be remembered and believed, and our skills will be better utilized.

GARY SIVERTSEN (Washington)

1. We must first define educational technology. It should be defined in everyday terms that peer groups and people we work with can understand. Any attempt to promote educational technology must begin with a definition of educational technology. Issues to be explored are:

a) How do we define educational technology?

b) What is the contribution of educational technology?

c) What is a successful program?

d) How do we examine and evaluate our technology?

I was stuck watching my infant daughter. She squirmed along the floor until she was finally able to crawl. Perfecting that, she learned to pull herself up to the furniture with much effort and failure; then she found her balance point and tried to control it to walk. Our major issue, as I see it, is learning to perfect our crawl. We have squirmed along and only just recently begun to make advances. Before we try for "bigger and better," we must define our present status and go from there.

2. The person responsible for promoting educational technology wears many hats. He is considered by some to be a wizard, promoter, consoler, politician....a variety of things. It has been pointed out to me that administrators want proof that educational technology really—REALLY—makes a difference. They want us to prove that the big dollars spent on media resources, educational technology, instructional design, and faculty development have a definite, positive effect on the institutions' teaching/learning programs.

We have to develop a plan including short and long range goals and costs, then implement the plan. Once the plan has been "sold" to people we work with and has been implemented, it must be evaluated for viability. A viable program then will promote itself.

JAMES SMITH (Maryland)

1. At present there is little concerted effort to inform the public of the importance of media technology. The first step in any program is awareness. If public awareness is to be strengthened, a program of information must take place through a deliberate informational effort. There is a need to teach the general public, practitioners, boards of education, administrators, higher education and legislators. A beginning point might be to use the Recommendations for an Effective Public Information Program that is found in *Media Programs: District and School* on page 57.

2. a) Establish an awareness program which will reflect the media needs of the entire educational community.

b) Form advisory groups to assist in facilitating the awareness role.

JAMES SUCY (New York)

1. The first issue must be an agreement by workers in the field on a definition of educational technology. It is difficult to promote a concept which is interpreted alternately as a process for instructional design, those programs resulting from systematic analysis, the latest equipment to interact with the learner, the ability to measure program effectiveness, or any combination of the above.

Educational technology must be "sold" on the basis of its benefits to the institution, either for the increased learning or the reduced costs. The only effective way to promote these advantages is by example. A well designed, documented, and evaluated program is essential but, at second best, a demonstration program is required.

2. The responsibility of the professional person in promoting educational technology is to assume the role of a professional "consultant." This is best achieved by actively mastering the "other" aspects of the learning design system and then earning the title by example over a period of time. Providing outstanding service and products will result in the most effective form of promotion, "word of mouth."

JANET THIHER (Minnesota)

1. A major issue for any promotional program is cost-effectiveness. Will the results be worth the time and money spent? Is the product or service effective? Is it something that should be promoted? What market do you want to reach? Will a cheaper promotional package achieve the same or similar results? Perhaps the time and effort would be better spent on another task. These are judgment calls that each institution must decide.

2. The responsibility of a professional person is to communicate. A developer needs to document instructional materials so that sales reps and learning center personnel know the goals and target au-

dience. Sales reps need to communicate the needs of their prospects if a course does not exist. Finally, each individual needs to remember the importance of enthusiasm and listening skills, as an outstanding promotional program will go for naught if customers get the non-verbal message they're not welcome and their requests are unimportant.

FRANCES THOMPSON (Indiana)

1. There are a number of major issues which come under the broad theme of "Promoting Educational Technology." First, and foremost, in this day of tight budgets, the professional person needs to convince the public that there is a real need for and efficient use can be made of technology in the educational field. It is not a gimmick to avoid teaching, but a useful tool, and sometimes the most effective, in teaching a particular skill.

Then when he/she has sold the needs to the public, he/she must demonstrate how technology has been utilized in achieving the goals. In other words, show the public that technology can be used beneficially.

2. The role of the professional person in promoting educational technology is important. The person must demonstrate a need to the public—administrators, principals, patrons, students, etc.—that educational technology can solve a problem. Here he/she must show that technology is the most suitable method of attacking the need. Justifying expenses is necessary to the public. The use of the tool must prove to be cost effective. The professional person may have to show that using technology is the most economical way of solving a particular need. Then he/she needs to set up a pilot project and evaluate the results to see how well the goals have been achieved, and if the assumptions are correct.

The professional must promote understanding and support of educational technology to the public and demonstrate the efficient use of the technology.

MADELINE TRIMBY (Michigan)

1. a) What exactly is educational technology? To promote the adoption of a standardized definition of educational technology in terms that can be explained to someone who is unfamiliar with the field as well as to those within the field.

b) Determining the most appropriate place for educational technology in the context of the entire field of education, as well as in specific school districts or academic settings.

c) Arriving at effective methods or ways of reaching members and non-members in the field to create interest, awareness, and knowledge of current issues in the field (i.e., publications, clearinghouses, conventions, counseling, awards, employment services, special studies and reports, etc.)

d) To create, implement, and evaluate a program of action to earn public understanding and acceptance of educational technology.

e) To obtain financial support for a planned public relations program.

2. a) To relate to others (within and outside the field) in a professional manner so as to preserve the standards and image of the field.

b) To be able to discuss various aspects of the field with persons who are contemplating entering the profession so as to assist in their decision-making regarding the field.

c) To keep abreast of current issues, events, topics of interest, etc., in the field so as to more effectively communicate, cooperate, and interrelate with others.

c) To be willing to exchange opinions and experiences through meetings, publications, study, discussions, etc., to improve and advance the field.

ROGER VOLKER (Iowa)

1. a) Fundamental research questions—follow-up studies to determine the impact of institutional development programs.

b) Classification of types of people and types of instructional development so that optimum ID treatments may be prescribed.

c) Aptitude/treatment interaction as applied to media.

d) Methods of implementing a greater degree of utilization of media to all aspects of instruction, teaching, and learning.

e) Efforts to combine curriculum development and educational media.

f) Information dissemination and professional consultation about the relationship of media to a wide variety of learning systems.

g) Identification of learning styles that might be enhanced with newly-developed hardware or software. (Single-concept films and teaching machines were attempts to do this.)

JERRY WEIMER (South Dakota)

1. a) Developing common formats in ½" video, cassette slide sync, and video disc.

b) Securing adequate salary for the professional mediator. Confusion over professional and paraprofessional roles.

2. a) To diagnose educational problems.

b) Develop the systems to mold human resources and educational technology for maximum efficiency.

c) Set a good example in the application of technology to educational objectives.

ROBERT WEST (Washinton, D.C.)

1. Under item #4 of the acceptance form, I identified sub-theme topics for small group discussion which could constitute these issues:

a) Establish the viability of outcomes "promised" by E.T.

b) Identify target audience for promotional efforts.

c) Establish promotional goals and target audiences' objectives.

d) Tailor the interpretation of E.T. for communication with different target audiences to attain goals/objectives.

e) Delineate activities constituting promotion of E.T. (short and long-term) with these different target audiences.

f) Develop guidelines for promotional software.

g) Determine evaluation techniques for assessing success of promotional efforts.

h) Identify revision techniques based on feedback from g).

However, as a professional working in the sub-set of instructional technology (teaching, higher education), I believe that one of the major issues is *how* to communicate to those in my professional environment whose primary function is *not* as professionals in I.T., what I.T. is and can do. Quite literally, this means interpreting I.T. not only to lay persons but to a special class of lay persons having roles in other than I.T. in school and non-school environments where instruction/training take place. Of the many categories of these persons in higher education who affect the acceptance and application of I.T., the most important to reach immediately may be the managerial quantifiers whose decisions concerning space and money allotment have major and sometimes disastrous impact on the professin. These persons have their counterparts at other levels of formal education as well as in non-school environments.

2. In her/his job role, every professional has the obligation to promote E.T. in all phases and at all times in his/her job.

DIANE MCAFEE WILLIAMS (Wisconsin)

1. Issues or questions:

a) Identification of the persons or groups where focus is needed.

b) Determination of the message.

c) Systematic determination of strategies, delivery system, etc.

d) Determination of how past success can be focused on as well as research practices.

e) Determine whether focus is local, state, national or all three.

f) Implications for future research needs must be determined.

g) Implications for funding priorities of a local, state, and federal level needed.

h) Determination of how to involve the media professionals needed in order to make an impact.

i) Part of focus must be on getting support of influential people outside profession.

2. a) To set an example of leadership in the field of education.

b) To get involved in the legislative arena at the state and national level.

c) To demonstrate competence in the field.

d) To demonstrate a desire for continued growth through other educational experiences.

e) To be active in media associations.

f) To be active in related education associations.

g) To be active in community matters.

h) To publicize media programs.

i) To evaluate and update media programs.

j) To involve relevant persons (educators, parents, etc.) in media program thrusts and decisions.

RICK WILLIAMSON (West Virginia)

1. a) Improving the perception of the media profession—how others view Ed. Tech. and its many uses.

b) Assisting and creating imaginative media for educators to use in their classroom.

c) Providing avenues in the media field for its professionals to grow and expand their media expertise.

2. The media professional must become a sales person—knowing and understanding his/her product to the best of his/her ability. When this objective is met, the professional can then look at the needs of users and the audience then with this basis of information become the initiator, demonstrator, designer and introducer of the many things that media can do better for the presentor. All this is media development work and must be done in a way that is understood and adopted by the user and of course is applicable to the goals of the curriculum.

Lucy Ainsley, *Resource Delegate*
Coordinator of Instructional Media
Birmingham Public Schools
Birmingham, Michigan

A LOOK AT WAYS TO PROMOTE EDUCATIONAL TECHNOLOGY AT THE DISTRICT LEVEL, K–12

Good morning. It's really great to be invited back for the 25th Okoboji conference. This morning I'd like to share some ideas and concerns primarily from the K–12 perspective. The concepts and strategies however could be applicable at almost any level and in many settings. First of all, we don't blow our horns with audiences and public we really ought to be addressing. We need to communicate with those publics in a variety of ways.

I would like to start out with some pretty basic questions that unfortunately are realities in many situations today. Unhappily, we still don't find ourselves as an integral part of educational decision-making. We really aren't involved in a part of the decision making process in many, many situations. We all know that we are "non-load bearing" in the public schools; that is, somebody who doesn't stand in front of 30 kids in the classroom. We are labeled as "auxiliary services," and "support staff." When budget cuts happen, it is these kinds of services that go, particularly if the decision makers do not understand what we're about and how important our programs can be to kids, and to teachers.

We have to start promoting on several levels. I start right back at the grass roots, at the building level program, talking to the PTAs. Then, at the district level, by communicating for instance, with the Board of Education. I happen to consider that for me and people like me in district positions, 30% of our time should be devoted to Public Relations. We should be talking about, and supporting media personnel, at the building level, in the counties and other places including professional organizations, at least 30% of the time. I would suggest that we are not using the design expertise and tools which is our own stock and trade. Public Relations specialists go out and hire our skills. It's an inbuilt kind of skill that we have by virtue of our training. We need to use those kinds of skills to sell our own field. And we need to sell again at all levels to many, many audiences. Before looking at our audiences in terms of selling, we really ought to ask some basic questions, which have an interesting familiarity to an instructional design process, with which you may be familiar. In other words,...the who, why, what, how, and...did it work?

Indeed this is the kind of design process. Depending on the situation, and the scope—a state, a building situation, or even a national thrust—there is no sacred sequence. However, I start in terms of audiences...or who? We have several in the K–12 situation. First...teachers, and that breaks out interestingly in terms of teachers, administrators and boards, that we reach through effective services. This is primary. The best possible PR is to do our jobs well. The assumption is that we indeed have good programs and that we are doing our job, before going out and blowing our horn. Administrators are another audience and this is a combination...in terms of what we should be about...of effective service and support, for everything from their stands or positions, through assistance in presentations which they have to make at a state conference for example. The same kinds of things, effective service and support also apply to the Board of Education. For all three of these groups, our primary function is to make them look good. By making them look good, we've done a magnificent PR job and they won't forget it.

In the other areas...legislators, the community at large, taxpayers, whatever,...the job here is turned around. For the first three, we have to help them look good. To other audiences we have to sell ourselves. In the community, it is a combination of providing them with some services *and* selling ourselves. It is a bit of a turn-around because some folks say we should be serving kids and teachers. If you are not depriving your students or teachers of resources and equipment, there is no reason why we can't deliver some services, materials, equipment, or technical expertise to non-profit community agencies such as the Art Association, AAUW, Junior League, or Scout Troops. That is the kind of community audience to whom you are both serving and selling, whether it is through good Press Relations, or speaking to Rotary Clubs and other civic groups who are always looking for special programs.

Legislators are another audience. The emphasis here is selling rather than services, and here we get into a domain that a lot of professionals have labeled as "dirty." It is not a dirty word. We have to be realistic. As a taxpayer, voter, and interested citizen, you ought to offer your services and expertise to the local candidate for state representative, city office or whatever. Sooner or later, the favors have got to be paid back. It may be dirty but it is a reality. Some professionals "refuse to dirty their hands with politics" because it is felt to be unethical. We can't afford the luxury of sitting in an ivory tower any more.

As for the educational community—this is what I label as a pure seller job. When I say the educational community, it can be your state organization, it can be in journals of other state organizations, it can be all kinds of promotion and PR, to educators in fields other than educational media.

Next, all of you are familiar with "basic goals" and "objectives" and the difference between them. For instance, the general goal in a K–12 program, would be to promote acceptance, utilization and support of media in the learning process. That is a nice general goal. It sets the tone for the staff and everyone else. Objectives get far more specific and depend upon what you are after...what you are trying to sell or do. It may be to inform, it may be to persuade, or it may be to sell a concept. Again, those are variables that in the particular situation determine the kind of promotion that you want to do.

We just talked about who and why and here we are on the "what." Again, a lot of variables. Messages depend upon your objective, your audience, and the atmosphere. Atmosphere is a kind of a sense of timing, and very important. For example, you don't want to aim a message of "facility innovation" when a bond issue has just failed. It is the atmosphere of the community and of the institution or agency that you are working with. We have to be sensitive to that atmosphere even though it is an unmeasured kind of thing.

Before we talk about the "how," I'm going to go back to an assumption I made a little bit earlier—the old expression, "You can't sell a pig in a poke." We have to be good, we have to be confident, dedicated, professional and people-oriented. We have to have a good program before we can sell or promote it.

Now, let's look at the "hows"—the strategies. You can improve strategies, vehicles, or whatever terminology you wish to use, but for the purpose of demonstration, I have categorized them into two areas. First, the ongoing daily kinds of activities that are a philosophy of your program and your staff. For example, a new teacher arrives in the school district. Welcome him/her with a packet that tells what you do, your phone extension, your multimedia catalogue of the district collection and a map of the district, so they know how to get around. It makes the teacher feel welcome, tells them that you are there and what services the school specialists can render. Continue that kind of communication with teachers and administrators and your own media staff by regular newsletters which give tips on curriculum, "how-to's," and new resources.

You may also communicate daily by phone whether it is to the secretary who got laminating film rolled around the roller in the thermofax, or someone with a severe instructional problem which you or the school media specialist, can help solve. That's the bottom line,...the people-to-people kinds of things, in terms of providing assistance, when and how it is needed.

We talked about another kind of audience in terms of legislators. Keep in touch frequently with your legislators. We had a legislative day in Michigan, where we met our legislators, visited their offices, entertained them for dinner and, by the way, had a display which explained media programs of varying kinds in the state. We took pictures which were sent to the local newspaper and of course sent a copy of the pictures to our legislators with a copy of the newspaper stories. The packet that we handed out on Legislative Day was jam-packed with what school media specialists do, why kids need media library services...the whole concept. As a result the information was there and it was easy to follow it with personal contact to establish a foundation for working together.

Another audience that we talked about was other fields or other associations within the educational community. We should all be writing articles for journals of other educational disciplines, whether it is the school board association, the elementary principals, the secondary principals, the superintendent or a specific curriculum area organization. We should also be exhibiting at conferences,...at the building, district and/or state level. Be active in your state association. Take your exhibits and your resource people to answer questions at conferences held by other associations within your state.

In the area of human relations, I think all of us understand that there is nothing like a consistantly smiling face for service, whether it is in person or on the telephone. A friendly laughing voice is always much more fun to talk to on the phone. This takes some training and some good selection of people to work within your programs. At meetings good human relations, in terms of everything that says, "Hey, you are important"..."I want to know you"..."This is what we can do for you"...that kind of human relations is important. With a director of curriculum, or a building principal—nothing beats a positive human relations approach. Don't gripe about "I need," "I want," "I want to have." Instead, comment on ..."What Miss M. did in her classroom," or "you ought to see the project that Mr. L's kids just completed."

In community services, it is important to keep in touch, whether it is a non-profit organization, the Boy Scouts or whatever, if you can indeed provide technical expertise. Last week a Chamber of Commerce gentleman came in because he wanted to use an overhead projector. Then he found out that he could put all of those maps and photographs on slides. Actually, I suggested that and he said, "Oh, how do we do that?" When you have the staff and the time, it pays to do these kinds of community services. The citizens obviously are taxpayers and we need their support. One of the ways we can help them understand what media programs are all about is to deliver services when and wherever we can.

The next step is "planned" activities. I would differentiate between "ongoing" and "planned" by saying that "planned" is where you get specific in terms of objectives and plan an event, a campaign or a specific program.

The Board of Education is one of those audiences, and you saw last night the beginning of what was a kick-off for a campaign with our Board of Education. Now we have to start all over because we have four new Board members. They always rotate, so four out of seven means you have got to start the process all over again. Once we were in a position to say our program is good, we went to the Board to say, "This is how we helped kids learn and teachers to teach." It was an orientation followed up a year later, by what I would call a "show-and-tell time" versus the 3-screen extravaganza, we saw last night. A year later, we reinforced the first presentation by having the students come to the Board Meeting. They showed a videotape produced in an economics class in high school, and. . .a little filmstrip–slide/tape that the second graders did called, "Freckles and Thickles." It showed all kinds of things that kids were doing as a result of the media specialist and the media program being in their building. Board members love to see students because they don't have the opportunity very often. Bringing the kids into the Board Meeting is extremely effective. The kids have fun, and the parents are proud.

A more formalized kind of presentation is the progress report. This is a five year progress-report, again primarily for new board members, about what has happened to media services in our district over the last five years. It includes what we have accomplished, what we have added, what we have deleted, the progress we have made, and of course, right at the bottom line,. . . two or three things that we need to do, that may require their support.

Another kind of presentation technique is attending conferences. We have already talked about other kinds of associations as well as your own. Visibility at conferences does some nice things for your school district and your staff. It builds a lot of confidence, because they get there and they find that they really are good, particularly in relation to what else is going on. You attract a whole lot of great people to apply for positions in your district, simply because of the visibility. At our Michigan White

House Conference, which included several school people, we had a whole display on school media programs featuring everything from elementary puppets through publications and pictures of kids doing projects to inform the lay-delegates to the conference. Citizens who are not particularly familiar with school libraries realized they didn't know what was going on in the schools. Perhaps we will have more support from that kind of an audience now since the National White House Conference will be held in November.

In the area of press relations,. . . positive good ink can be had in terms of the media program and the people in it, by getting acquainted with the local news reporters. This article is about how students learn through electronics and film and it is very glamorous. Actually, we are in a glamorous industry. We have a glamorous product. We have glamorous processes, in terms of what people were used to when they went to school and what public libraries have to offer. We ought to capitalize on that.

Another area is recognition and award. . . again a technique or strategy which has to be planned, whether it is recognizing your own media staff, or recognition of kids, teachers and administrators that appear in the local press. For example, you just clip a news story, run it through the laminating machine, and sent it to the person and say, "Oh, what a great article on your program, or your new job." Quite often you get feedback too. Try recognizing people like "volunteer moms" in the program, the school secretaries' open houses at holiday time. . . they are all important.

Incidentally, an open house is another area or strategy, whether it is just a warm, friendly hospitality event, a tour of your facility, or a program where the kids present products they have created in the media program. Regardless of what we are talking about in the area of strategies, kids are the bottom line. Good PR strategies and program really do pay off for them in terms of the learning opportunities for students.

Very quickly, in the way of a review, we are then talking about the who, the why, the what, the how, and the pay-off. To assess the pay-off, look at the investment of time, resources, people and money, that went into the effort. Did it really pay off sufficiently to justify that kind of thing? If you blew it, at what point did you blow it? Didn't you analyze your audience enough? Wasn't your message clear?...or wasn't the objective clear? Was the strategy inappropriate in terms of trying to do a multimage presentation to a relatively unsophisticated audience without prerequisite knowledge? Analyze in terms of, if something went wrong, where did you blow it? Back up, recycle. If something worked, then you can take on another concept, idea or piece of the program that you want to promote and put it through the same kind of process.

I have been talking about what we have done or what can be done, but we should also be thinking ahead a bit further. What changes, what events in the next 5, 10 or 20 years will have an impact on our field...on what we do, on what we promote, on how marketable we are. We need to think about the energy crisis, our disposable society, about children and alternative delivery systems for instruction, when our mobility is cut. We have to be prepared for these kinds of problems and changes as they come down the pipe.

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Wesley Meierhenry, *Resource Delegate*
Chairman, Adult Continuing
Education Division
University of Nebraska

CONSIDERATIONS FOR PROMOTING MEDIA PROGRAMS IN HIGHER EDUCATION

I am really honored to be invited as a resource person at this 25th conference. I was a participant in the first couple of conferences and remember with such fondness and excitement, the kinds of things that went on. It is a great feeling and I look forward to what is going to happen this week.

In just a couple of weeks, I will have been in this field 33 years, almost a third of a century. In 1946, I began directing the Nebraska motion picture study, which some of you may have read about in some of your research. Since then, I've seen the field move in a good many directions, often cyclical, in terms of the kinds of things that have happened.

One of the things that I really feel very strongly about at this point, is that human learning is a much more complex process then I had imagined in 1946. It is now very clear to me that we cannot depend upon some sort of technological development, as we did for example, in terms of television in the early 1950's, the excitement surrounding programmed instruction in the early 1960's, or the instructional systems of the mid-1960's, as activities which are going to answer all of the questions for us. Not even on some of the theoretical kinds of constructs such as the discussions in the early 1960's about learning theory, which we hoped would answer some questions and give us guidance.

At this point in 1979, it is clear to me that human learning, and the ways in which it is brought about, is a very complex kind of process. One of the things, even at the present time, that I had held such hope for was the kind of thing we all read in the professional journals about new kinds of research on aptitude, treatment interaction, and so on. Some of you in this particular group made reference to that as one of your concerns. Having worked with some of that kind of research, it is now even evident to me that we are still some distance from the breakthrough there. The kind of confounding variables that interfere—that are evolved around any kind of learning situation, any kind of setting—confound what happens to the extent that even with all of the technology, all that we know about research and how to deal with data and information, we are still not quite at the breakthrough. We are still not at the point where it is possible to say that under this kind of circumstance, with this kind of student and this kind of content, we know exactly the right medium to use. Nevertheless, there are some interesting developments that certainly do suggest that we are on the way. Certainly, we are much further along than we were when the first Okoboji conference was held.

One of the first things I want to indicate about higher education is the need and necessity to be alert to the complexities of higher education and the way in which it is organized. Those of you who work in other kinds of settings, elementary, secondary, or other kinds of school settings also work in very complex kinds of institutions. In higher education, the control of what happens is often up to an individual professor. Certainly much of the decision-making is at the departmental level. One should be aware of the fact that higher education is organized quite differently from almost any other kind of educational institution. Many people have failed in higher education because they came in expecting to follow certain patterns of procedure, only to find that they weren't applicable. In higher education the first step in selling a media program is to be alert to the institution itself.

One important activity which has been going on is the work that Dick Cornell has been carrying on to develop guidelines for higher education. One of the many excellent things about that document is the emphasis on the necessity to understand that each higher education industry is organized in its own way...that each has a certain kind of history behind it. Therefore the location of units related to the media program and to the improvement of instruction come out of the history of that institution.

There are a lot of interesting things about this media business and we have had our successes and failures. Some things haven't worked and aren't working today. Some of you still remember the days when we talked about the Harvey White Physics theory that was originally telecast and then included in about 160 films. Some of you are laughing because you remember those days and the great hope that we had for them. Secondly, talk to anybody who has been trying to market higher education courses as total courses, such as the Great Plains National Television Library, or AIT. They will tell you that whole courses are not flying in higher education. Remember when we were so excited about the dial-access telephones? I worked at Oklahoma Christian College and a lot of other places around the country as we were installing those things. Almost all of those instruments are museum pieces today.

A number of years ago, I happened to be looking down in the basement of our building and found some old teaching machines that we had experimented with in the 1960's. Today I bring them into the media classes and guess what...no one knows what they are! We have sort of a show-and-tell time. The day before we talk about those machines, I put one on the desk and say to the class, "Tomorrow I want you to tell me what it is." It is seldom that anybody knows that it is a teaching machine. The point is, that we have tried many things in the way of media and higher education; some of them have worked and some of them haven't.

There are also some very exciting things happening today outside the field of professional education. For example: the use of eight millimeter film by physics professors...the extensive use of computers in business administration, agriculture and genetics...problem-centered films used in business administration, psychology and to some extent in the field of professional education...and 8 mm film in English departments. New theoretical kinds of considerations, such as cognitive styles, or brain specialization is also exciting. Media activities are being studied extensively by professors in chemistry and math who are talking about the application of Piaget's theories to their teaching. Slides and transparencies are being produced by the thousands in many colleges and universities. These are some things that are working.

What I'd like to propose is a couple of additional ideas to those which have been already indicated. First, another extension of "the marketing idea," which comes from the field of business administration. One person in this audience this morning introduced herself by saying that she is joining a new marketing concern. When people talk about marketing, they often think about selling. In looking over the bibliography I found a lot of it deals with public relations in selling. That is not a bad idea and I suggest that we continue to do that. But there is another way of looking at the whole business of how to go about informing people of the media program and getting their interest and support. That is the marketing approach.

The major goal in marketing, it is said, is to successfully intervene in the decision-making process of the individual, in order to change his behavior and bring about a decision favorable to us. Someone else said that marketing is little more than learning about and serving constituent needs in a responsive manner. If one takes a look at the field of business, whole marketing departments these days are dedicated to the task of looking at the business we are considering this morning.

There are about three stages through which business has gone. The first is the production stage. That is the stage in which they were interested in producing products of various kinds to sell. That is still a good deal of what we are about in the media business. A lot of people are still producing motion pictures, video cassettes and other kinds of materials for a market out there that they believe exists. We know that there have been a good many failures by producers who produce materials for a market that didn't exist or for needs which were not there. Nevertheless, that is the first phase and the media field has gone through a period during which we produced materials, some of which were intended for specific use, others which we hoped were somehow going to be used.

The second phase is selling. Selling is something that we have been talking about a good deal this morning. We have a product and need to get out there and tell people what we have. I suspect that to a considerable degree, the kinds of strategies Lucy was talking about this morning would come under this second stage.

The third stage is what is now called marketing. Some people say marketing and selling are exactly the same but the marketing concept starts first of all by looking at the client or user needs. That is really one of the fundamental points which I would like to make this morning. We *must be concerned about and alert to the user's needs,* especially in higher education. It is a client-centered approach, rather than the product or technology approach. What we are looking at first of all, are the needs and interests of our professors and other people with whom we deal.

The second stage of the marketing module is awareness of the fact that there are certain forces which either constrain or expedite the fulfillment of those needs. These forces are political, social, economic, psychological and other kinds of movements and activities within the field. Let me just identify a few of these in higher education to which people in the area of educational technology have to be very sensitive to these days. One of them is the static or declining enrollments. A more serious one for many of us is static or declining staff positions all across the country in higher education. The same situation has also confronted those of you in elementary and secondary education. Another force created by the new retirement policies is that the staff is getting older. It is not nearly as easy as it once was to bring in new staff members who add a dimension of excitement to the staff.

Declining enrollments affect equipment budgets. As a matter of fact, the University of Nebraska for the next year has completely eliminated the equipment budget. Since we didn't get enough money to cover the salary increases, purchase of any equipment has been scrubbed for next year. Think of what that means in terms of equipment in a field such as the media and technology field!

Another consideration is the composition of students. They are older. You may not know it, but the average age of students in higher education today is going up about six months every year. There are more non-traditional students, many more females, many people in what is called "transition." As a matter of fact, there is a report, of which I'm sure many of you are aware, called, "Forty Million In Transition." Why is that important? When people are in a stage of transition, they need a great deal of individual support, a great deal of dialogue, and very little structure. After they move through the transition point, they are then more likely to want some structure and direction.

That has a great deal to do with what kinds of media you are trying to sell to people who are teaching these students. In certain instances you need the kind of media which is open, which opens people and which encourages discussion and interaction. At other points, they will need and desire material which is structured. And so at certain points, things like television packages and other kinds of material will fly very well. At other points, they run into trouble. The kind of student that you have is a very important part of working with the faculty members at your institution.

I was just talking to someone from Florida State, in Tallahassee, who indicated that they are doing a state-wide study in terms of continuing education. As the enrollments begin to decline in higher education, many people are becoming interested in what they used to call, "off-campus" or non-traditional programs. The reason I mention this is that many of these programs are likely to involve the delivery of educational programs and materials via media and technology.

I have only enumerated these things, simply to indicate that first of all, you have to be alert to the kind of individuals and the kinds of groups with whom you are working. Secondly, look at the kinds of constraints, the kind of environment in which they are operating. There is no point in trying to sell people an idea, or technology which is inconsistent with where they are, either in terms of their own thinking or where the potential student group is, in terms of their life stage or transition point.

Marketing requires the identification of target groups. This is one of the very important things about higher education. Different departments, different colleges and different people within the different departments each have their own response to media and technology. The trick is to figure out, first of all, within the broad general clientele that you are dealing with, exactly what are the kinds of groups and what is their potential. Secondly, target the material in terms of specific messages so that it attracts particular groups of individuals. It is important to be aware that each targeted audience responds very differently. I have been quite impressed with the number of people within this group from the health and allied health fields. One of the things that you find out when working with nurses is that many of them are highly oriented toward packaging. As a consequence you have to know packaging upside-down, backwards and forward. For other groups, packaging is just something that they won't try and are not interested in because they believe in more human interaction.

To recap the process so far, know your client organization in general; know the kinds of restraints and the kind of environment in which they work; then concentrate on particular groups and begin to target them in terms of what they are going to respond to. It is an almost scientific kind of process. A strategy which I happen to support is again one of the things which Dick Cornell, and his group called attention to in the very early part of their guidelines. That is the necessity for an institution to have some sort of faculty development of instructional development council. Many of the things I am saying relate to those council or faculty development groups. This is how you discover the uniqueness among the different subject matter areas, the different people who work within the different departments and colleges. Begin to target your messages so you can talk about the kinds of media, and technology to which those people will respond instead of wasting time trying to sell something which is psychologically or emotionally not suitable.

Finally, I would argue very strongly that we need to work more with other specialists and other units within the university than we have done in the past. I was among those who believed, at one time, that instructional technologists were the individuals who ought to be responsible for the total program of instructional development and design. Well, let me tell you, there are a lot of other people in the university who believe they have a part of the action. There are people in evaluation and people in psychology who believe that psychological design is a very important part of the process. There are other individuals, scattered throughout the institution who are very much interested in the whole area of instructional improvement and in instructional development. We have to become better acquainted with these people, and to establish ways of working with them. We have a high degree of expertise. I still believe as individuals or as a group of individuals, we were among the first to be sensitive to the many aspects included in instructional development, such as needs assessment, design and evaluation. Nevertheless there are other people who have also come along and have input that we need to include.

We must continue to rededicate ourselves to serving learners. What I am arguing for is a continuing effort to address these learners, whether they be administrators, staff members, students, alumni, the Board of Regents or the general public. Further, we should not take the position that any one kind of phenomenon, whether it be the common day variety field trip, a new technological development such as the video disc; or some new theoretical construct such as cognitive styles, brain lobe superiority or specialization is going to supply us with all the answers that we need.

I was much impressed with the newsletter which I just recieved a couple of days ago from DOT which espouses a philosophy to which I subscribe. There is a bit of introduction in Phil Esman's article about where DOT fits into the general structure of telecommunications and technology. He says, "our parent organization, AECT represents all the media. We are part of that group, dedicated to the principle that we are only a part of instruction and do not exist for ourselves alone. We also subscribe to the notion that media are basic. Note that television is basic, radio is basic, or film is basic but media *are* basic. In other words, DOT understands that we are part of a whole and that instruction is paramount."

I hope there will be a continuing search and a continuing movement within the field, to put ourselves together as a group of individuals interested in the learner.

Jim Sucy, *Resource Delegate*
Manager, Government and Education
Markets Service
Eastman Kodak Company

STRATEGIES FROM BUSINESS AND INDUSTRY FOR PROMOTING EDUCATIONAL TECHNOLOGY

I have decided to discard my prepared talk because Wes and Lucy have covered everything that you possibly could ever want to know about promoting educational technology. The topic that we were given is not easily definable. We often think of promotion in many different terms but the one that really will stump you when you are getting started is "what is educational technology?"

We each bring with us different experiences. That is one of the reasons you were asked to submit some of the information that you did ahead of time. Educational technology means different things to different people, and the one that comes readily to my mind first of all is the connotation that it is the latest in advanced hardware. Back in the early 60's, it was the teaching machines that Wes mentioned. I was involved in that panacea. I've been involved in many of the other panaceas too and sort of take them in stride these days. So hardware is one way of looking at educational technology. There are in fact, magazines and journals that specialize on the hardware aspects of educational technology. On the other hand, there is instructional design...and the systems approach to designing learning activities which has a lot of believers. Then there are the programs themselves—the software, the media, the programmed instruction materials—and all the other pieces separate from the hardware which provide effective learning activities. Now you can pick one of these three or you can check all of the above if you want, because that is probably closer to a definition of educational technology.

Now, when it comes to promoting educational technology, what are we really talking about? Here is a definition you saw on the Lucy Show last night, "education is how kids learn stuff." We could probably build upon that by saying, "educational technology is the things which we provide so that kids can learn stuff...the environment and the learning activities."

When we come back to promoting, we are talking about that four letter word, "sell." That is really what we are doing. We are selling ideas, concepts, services, programs and things along that line. We may as well face up to the fact that we're in the selling business! We have to get out there and promote our ideas or we will never be able to do those things for the people that need them.

Now, presumably, business and industry have a better way of selling. In other words, they will go out of business if they don't find an efficient way of operating. There are three little steps in this process. The first is to determine a need. Secondly design a product that will meet that need...simple enough so far. The third step in the process is to let people know that you have a product that will fit their need. Now, that is an ideal way of doing it, but unfortunately we don't always do it that way.

Many companies do not do it that way. They design the product first and then go out looking for the customers that have that need. I think we often do the same thing in the field of education. We design programs and go around looking,—hoping that somebody has a need to fit that program. Many times, we seem to say, "Okay, there isn't a specific need out there now, but maybe we can generate a market for that need." That is all well and good if you have a lot of resources. It takes a lot of time and money to generate somebody's need to use your product, program or services.

For example, let's take something that I have been promoting around the country for the last four or five years ever since I have been in this job. It is an area called "visual literacy" or "visual learning." As members of AECT you are all familiar with that. Does anybody know what I mean by "visual literacy?" I'm sorry, I can't give you a definition because it is a non-definable area. Several years ago, 80 people here tried to define visual literacy and they were all unsuccessful. About the closest we can come however is the activity of students, involving them in improving their perceptive abilities by involvement in producing things like slide tape programs and video tapes.

Anyhow, visual literacy is a difficult concept to promote. For one thing, it is not easily definable and it is not easily transferred to people who are not familiar with it. They can't understand what it is or how it works. So we have to take a variety of approaches in promoting "visual literacy" and "visual learning" around the country. Here are some of the ways that we do it. If any of you think that it doesn't apply to your problems and promoting your own activities, then perhaps you are not looking closely enough. Those people that see the differences between how business and industry operates, and how educational institutions operate are looking only for differences and not similarities. There are far more similarities than differences.

Here are some of the ways for instance, that we promote visual literacy around the country. One of the ways, of course, is face-to-face contact, the impetus in demonstration—explanation—selling, if you want to talk about it in that context. The salesman would call it belly-to-belly selling. And that is what it is. It is a face-to-face personal approach and it is very effective. The problem is...it is not very efficient. You just can't go around one-to-one all the time particularly when my territory is the United States.

So you have to employ other methods which may not be as effective but are more efficient from a time and labor standpoint. One of these is to make presentations at meetings—national meetings, state meetings, etc.—where you can get a larger audience. The most that you can hope to do with a larger audience like this in a relatively short period of time, is to pique their interest in what you are doing, in hopes that they will want to know more about it when you are done. It is very difficult to change behavior in a short period of time. You can spread yourself even further by putting yourself on video tape, movies, audio-visual slide/tape programs and get your message out to more people in more places. You get a standard message. You know what the message is going to be each time because it is pretty much standardized within the audio and the visual portions that you have.

Exhibiting is another marketing approach for reaching your audiences. Business and industry do a great deal of exhibiting. We go around to most of the educational conventions at one time or another. Not just to show our products but to promote visual learning to the Association of Children With Learning Disabilities, Council for Exceptional Children, Art Teachers, English Teachers, and a variety of other so-called, non-markets for the products.

Now, if you really want to change behaviors, you have got to have a little more time and a little more hands-on than the other methods that I've mentioned so far. Workshops are about the only way that you can change people's behavior. Get them involved—make them do it—let them have that experience and workshops really do work. You can broadcast to a larger audience in hopes of finding people that you might not ordinarily reach by advertising. You can use a short-cut approach or you can zero in on a particular audience if you want to, by selecting the medium through which you have advertised. That is a very effective approach, more difficult to measure, but very effective.

Another method that we use is direct mail. In this particular case, we started off with a shot-gun approach and mailed out 20,000 of these little newsletters. Most of you should have received the initial mailing because one of the groups on the mailing list that we purchase is the AECT mailing list. However, we wanted to qualify everybody on that mailing list. So we put a card in that first issue and stated that "You will not receive any further issues unless you take the responsibility of mailing back the card." Everyone on that mailing list now, has specifically taken the initiative of saying, "Yes, I want to be on your mailing list." That way we keep the number down to a reasonable amount and make sure that it goes to only those people who want to receive it.

Don't overlook the possibilities of publishing articles. Get articles into the journals about your programs. Success stories are probably the best approach. There are some "how-to" approaches, if you can use them, in the journals, but success stories work very well too. People can relate their program to yours.

Well, those are some of the ways that we use to promote our programs. In my many activities at Kodak over the years, one of the things I've done is to train our technical sales representatives. Most of our division does not call them salesmen because in fact they can't write an order—they don't sell anything. We work mostly through dealers. But they are out there to help you with your technical problems. One of the most difficult things we have to get across as far as our salesmen are concerned (our technical sales representatives) is the fact that there is a difference between *features* of a product and the *benefits* of a product. We *do not* sell *features. We sell benefits*...benefits to the user, to the purchaser, to the buyer. If you are selling programs, you have to keep that in mind. You are selling the benefits of your programs to your client, not the features!

Let us take an example of that for instance. Here is a very popular camera, the X-15 camera. Anyone here who has not seen an X-15 camera? They are very popular in the schools, because they are inexpensive and they have a lot of easy-to-use features. In fact there are about 15 features—drop-in loading, double exposure prevention, shutter speed of a 90th of a second, pre-set 43 milimeter, effalaven lamp—sounds impressive, doesn't it?...uses flip-flash, full three year warranty, suggested list price, $14.75 and so forth. You can go down through these things and if somebody is really a camera bug (who wouldn't be buying one of these cameras anyway) but who will go into a store and talk about all these deluxe features.

However, the person who is buying something like this, is probably more interested in the benefits of these features. So, if you take a look at it from the other side, what benefits do these features provide for the purchaser?

Well, you can't load it wrong. It always loads correctly and easily. There are no accidental double exposures. It stops action and camera motion and it is always in focus beyond four feet. That sounds more positive than saying it has a pre-set 43 milimeter lens doesn't it?...no batteries to wear out, use of the flip-flash, worry-free dependability and good pictures at an affordable price? In other words, these benefits are more readily visible to that person who wants to purchase one of these things. So, think *benefits*, instead of features.

Another thing we were talking about was a systems approach, as far as educational technology is concerned. I am a great fan of the systems approach. A few years ago, when we were starting up our marketing education seminar, we got very much involved in designing a systems approach for the instructional design for our new facilities. You know if you get brand new facilities you can't bring those tired old programs into those new facilities. You have got to upgrade the quality of the programs as well.

Recognizing that a systems approach is nothing more than a logical method of progressing on any problem, therefore, if a systems approach to instructional design is something we believe in, we should be able to apply it to the problem we are faced with here this week. Okay. The problem is that of promoting educational technology. Now, one of the things we have to ask ourselves is...Do we have a problem? What is all the fuss about? Do we need to promote educational technology? Let's not start designing a solution if we don't have a problem! As you can see the first worksheet (pages 40 and 41) that I've passed out to you here, goes through the same traditional types of sequences that you have used yourself or have seen in the journals—finding out whether or not you have a problem, who the people are, the whole analysis, it is self explanatory, as far as the flow diagram is concerned. I want to focus specifically on the first block—analyzing the problem, because I think that is a logical first point.

Problem analysis as I say is the point that I really am interested in making as far as this discussion is concerned and if you will flip over the worksheet number one, you will see that there are some steps in that process. What are the problem indicators? How do we know something is wrong? Do you people have some concerns that educational technology needs promotion? Are there some little red flags going up saying, "Hey, things aren't as good as they could be"?

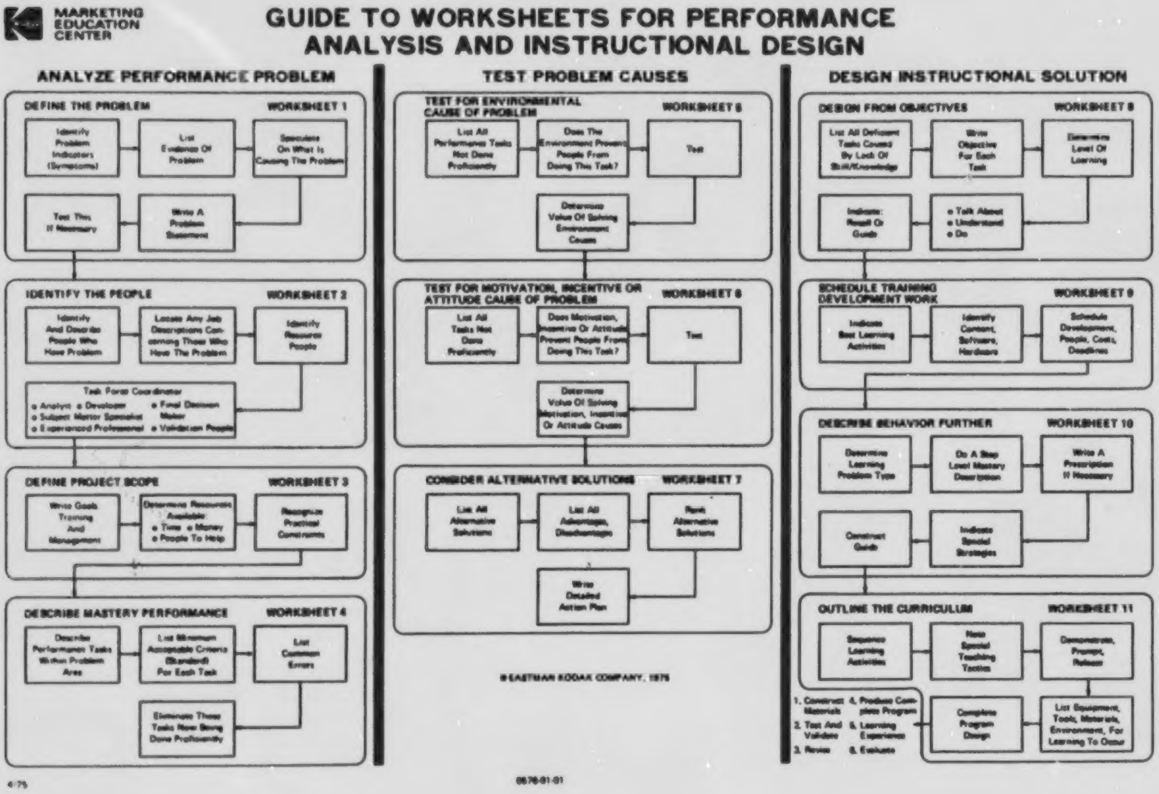
That is what you need to put down in that first block. What are the indicators that we have a problem? Are your budgets being cut? Are you programs being cut? You can't replace people on your staff? People aren't accepting your programs?

So there *is* a problem. Down at the bottom of that page, we start to speculate on the causes of the problem, and we say, there are only three causes of problems. There are only three reasons why those administrators won't do what we want them to do. The reasons are: they don't know, they don't care or they can't.

Now, the solution to the problem will depend upon whether the cause is because it is a skill-knowledge deficiency, a motivational deficiency, or an environmental block deficiency. You can't start down the road, until you know what the cause is, and you have to analyze that too. In the middle of that same page, we ask for a problem statement, a hypothesis. It is very early in the process to come up with a hypothesis, but a hypothesis in this particular case, is something you start with, which can be proved right or wrong as you go along. A hypothesis in this particular case, should be started in a simple sentence, which says something like, "these people are not doing these things because of these reasons as evidenced by this data." If you can't put your problem down in a simple statement like that, you don't understand what your problem really is. And if it is too big a problem to put down in one sentence, maybe it is more than one problem. Then you have to separate them out and handle each problem separately.

Now, what can you do? What is the role of the media consultant as far as the whole process is concerned? Well, the role is what you make it, really. And there are many facets to that role. But let us consider a couple of points that you can do. The first one is, to do your homework. That means not only knowing your specialty to a high level of degree, but also, knowing the related specialties in the field. If you are primarily a media specialist, then get to know what instructional technology is about, and instructional design. If you are visa-versa, get to know what the media is about. If you work with the librarians, school teachers, the classroom instruction people—get to know what they are doing. Learn the rest of the roles in the team of educational design and production, because if you are going to work with them as a consultant, you have got to know how they work and what their requirements are. You don't have to become a specialist in their field, but you do have to know their terminology, their restraints and activities. Do your homework first.

When you get ready with a product or a service make sure it is your best. Demonstrate the best quality that you can, give it your best shot because it


MARKETING EDUCATION CENTER
GUIDE TO WORKSHEETS FOR PERFORMANCE ANALYSIS AND INSTRUCTIONAL DESIGN
ANALYZE PERFORMANCE PROBLEM
DEFINE THE PROBLEM
WORKSHEET 1
Identify Problem Indicators (Symptoms)
List Evidence Of Problem
Speculate On What Is Causing The Problem
Write A Problem Statement
Test This If Necessary
IDENTIFY THE PEOPLE
WORKSHEET 2
Identify And Describe People Who Have Problem
Locate Any Job Descriptions Concerning Those Who Have The Problem
Identify Resource People
Task Force Coordinator
• Analyst • Developer
• Subject Matter Specialist
• Experienced Professional
• Final Decision Maker
• Validation People
DEFINE PROJECT SCOPE
WORKSHEET 3
Write Goals Training And Management
Determine Resources Available: • Time • Money • People To Help
Recognize Practical Constraints
DESCRIBE MASTERY PERFORMANCE
WORKSHEET 4
Describe Performance Tasks Within Problem Area
List Minimum Acceptable Criteria (Standard) For Each Task
List Common Errors
Eliminate Those Tasks Now Being Done Proficiently
TEST PROBLEM CAUSES
TEST FOR ENVIRONMENTAL CAUSE OF PROBLEM
WORKSHEET 5
List All Performance Tasks Not Done Proficiently
Does The Environment Prevent People From Doing This Task?
Test
Determine Value Of Solving Environment Causes
TEST FOR MOTIVATION, INCENTIVE OR ATTITUDE CAUSE OF PROBLEM
WORKSHEET 6
List All Tasks Not Done Proficiently
Does Motivation, Incentive Or Attitude Prevent People From Doing This Task?
Test
Determine Value Of Solving Motivation, Incentive Or Attitude Causes
CONSIDER ALTERNATIVE SOLUTIONS
WORKSHEET 7
List All Alternative Solutions
List All Advantages, Disadvantages
Rank Alternative Solutions
Write Detailed Action Plan
©EASTMAN KODAK COMPANY, 1975
DESIGN INSTRUCTIONAL SOLUTION
DESIGN FROM OBJECTIVES
WORKSHEET 8
List All Deficient Tasks Caused By Lack Of Skill/Knowledge
Write Objective For Each Task
Determine Level Of Learning
• Talk About • Understand • Do
Indicate: Recall Or Guide
SCHEDULE TRAINING DEVELOPMENT WORK
WORKSHEET 9
Indicate Best Learning Activities
Identify Content, Software, Hardware
Schedule Development, People, Costs, Deadlines
DESCRIBE BEHAVIOR FURTHER
WORKSHEET 10
Determine Learning Problem Type
Do A Step Level Mastery Description
Write A Prescription If Necessary
Indicate Special Strategies
Construct Guide
OUTLINE THE CURRICULUM
WORKSHEET 11
Sequence Learning Activities
Note Special Teaching Tactics
Demonstrate, Prompt, Release
List Equipment, Tools, Materials, Environment, For Learning To Occur
Complete Program Design
1. Construct Materials
2. Test And Validate
3. Review
4. Produce Complete Program
5. Learning Experience
6. Evaluate
4/75
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is upon that demonstration that you will be judged for future work. Be sure to sell the *benefits.*

Now, in talking to groups like this I often say, "You have the choice, of being a very passive auditor as far as media or services are concerned,—or you can become aggressive,—aggressively learning the techniques and applying them in an aggressive manner"...promoting educational technology, in other words. But, one trap you have to be aware of and that is,—it is easy to fall into the ego trap and take all the credit yourself. It will be more beneficial to you, to make your client the hero. After all, the more successful you make your clients, the more successful you will be in turn. Word of mouth..the most effective promotion of all...will get around about how good you are and then the other people will buy your services. Make your client a hero. It sounds kind of goody-goody, but the fact is, it works.

DEFINE THE PROBLEM

WORKSHEET 1

Name ______________________ Date ____________ Project ______________________

1. Check any indicators (symptoms) that relate to this problem.

☐ New performance for experienced people
☐ New people
☐ Low productivity
☐ Low quality
○ No rewards
○ Poor attitudes
○ Poor service
○ Low incentives
○ Conflicting motivation
○ Negative motivation
☐ New technology
☐ New skill
☐ Low or lacking in skill
☐ New knowledge
☐ Low or lacking in knowledge
☐ New responsibilities
☐ New equipment (or facilities)
△ Problem with existing equipment
△ Takes too much time
△ Not enough time available
△ New management
△ No two-way communication
△ Standards not known (or defined)
△ New policy (or standard)
△ Conflicting standard (or policy)
△ Ineffective management
△ Economic (or cost) problem
☐ Other

2. List some specific examples of the problem indicators checked above.

3. What might be causing this problem?

☐ a. People don't know how to do their job (lack skill or knowledge). Who are they? ______

○ b. People don't want to do something (lack of motivation, incentive, attitude). Who are they? ______

△ c. People are prevented from doing something (environmental block). Who is prevented? ______

What is the block? ______

4. List evidence to support the cause or causes of this problem as answered in Question 3. Consider facts, documented examples, records, poor or defective products.

5. Write a problem statement (as you see it) using the preceding information. MODEL: These people are not doing these things because of these reasons as evidenced by this data.

6. How sure are you of this problem statement?

☐ Need to check ☐ Enough to proceed ☐ Absolute

7. If you were asked to check the accuracy and completeness of this problem statement, how would you do it? Think in terms of how someone else could test this problem statement.

8. Possible remedy to problem:

☐ Training (if you checked "a" in Question 3)
○ Incentive program or motivational development (if you checked "b" in Question 3)
△ Change in work area, or equipment, or schedules, etc (if you checked "c" in Question 3)
☐ Combination of training and incentive (or motivation) development (if you checked "a" and "b" in Question 3)

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11/74 [illegible]

Skill/Knowledge

When students or employees do not perform correctly or do not produce products to criteria, they may or may not need *instruction.* As a rule, instruction solves skill/knowledge (S/K) problems. Other measures are needed for solving motivational-incentive (M/I) and environmental (ENV) problems.

Putting the "whys" of problems together is not simple, but for instruction to be effective and efficient, the correct analysis is vital. Below are some indicators of skill/nowledge problems.

Suspect a skill/knowledge cause when:

1. People are new to the task.
2. People have a background of generally low-level skills and knowledge (and there is no history of motivational-incentive problems).
3. People have had no formal training in the task.
4. A history of inadequate training capability in the organization is present.
5. Training has been massed rather than distributed.
6. Training did not include a chance to practice skills.
7. Training was paced to a group rather than the individual.
8. The deficient task is branched (alternate routes) rather than linearized (straight-sequenced).
9. Decision making is involved in the task.
10. The task requires the application of principles.
11. People cannot perform correctly even though they know they are being observed (or know their job depends on it).

These indicators are considered guidelines rather than rules.

Motivational/Incentive

Trainers and managers may think that instruction is the answer to all performance problems. Others lump most performance problems under the motivational-incentive category. "They could do it if they wanted to," etc. A rational trainer/manager must look at problem causes with an open mind, considering all possibilities.

Motivational-incentive and environmental problems are often closely allied, and it can be argued that all motivational-incentive problems are caused by environmental problems. Nonetheless, motivational-incentive and environmental problems often require different solutions. Categorize them separately.

Suspect motivational-incentive cause when:

1. The deficient task is distasteful or socially negative.
2. People are unaware of the value of the products produced.
3. There is strong disagrement about the method that should be employed in performing the task.
4. The effort involved in performing the task is greater than the reward received.
5. Punishment is employed as a management (teaching) technique.
6. There is a history of *documented* motivational-incentive problems.
7. People do *not* get feedback on their work (learning).

Again, these seven points are guides not rules.

Environmental

Suspect environmental cause when:

1. There has been a history of:
   a. Deadlines not being met.
   b. Frequent management turnover.
   c. Greatly fluctuating profit and loss statements.
   d. Supply and demand difficulties.
   e. Duplication of effort.
2. There is no clear-cut chain of command or work flow.
3. People are forced to "wear many hats."
4. Grumbling is widespread.
5. People have no alternative tasks to do while waiting for the product or accomplishment of some other person.
6. There is frequent appearance of people "not having anything to do."
7. Troubles with machines, lack of supplies, or unworkable schedules exist.

NOTE:

S/K The reason people usually do not know what to do, or how to do it, is because they lack the skill and knowledge to perform effectively.
M.I.A. The reason people do not want to perform is because they lack appropriate motivation, or incentive, or attitude.
ENV The reason most people are prevented from doing something is because the environment or organization will not let them perform.

COMMITTEE MEMBERS
Dick Cornell
Bill Duncan
Ellen Jay
Richard Peters
Hugo F. Sandoval
Fran Thompson
Dianne McAfee Williams

CONTRIBUTING FACTORS TO A PROFESSIONAL SELF-CONCEPT

OR, TAKING A LOOK AT YOURSELF FIRST!

STATEMENT OF PURPOSE

Our purpose is to identify factors which shape the individual's professional attitudes and perceptions. We believe these factors directly effect one's ability to promote educational technology and therefore should be dealt with before initiating any promotional efforts.

"We have met the enemy and he is us." —Pogo

INTRODUCTION

Since a positive self-concept is basic to promotion, this committee first identified both positive and negative factors affecting how an individual feels about himself, his job and how others perceive his job. We then refined and converted these factors into a checklist designed for self-analysis. This checklist is divided into self-perceptions and others' perceptions of the field. Next, the committee compiled a series of materials and activities designed to provide treatment to create more positive attitudes.

The checklist contains no scoring system. No direct lines link specific solutions to attitudinal problems. Attitudes cannot change unless behavior changes. The individual must analyze and prescribe for himself given his prejudices, reference frame and job situation. The self-analysis checklist can be a springboard toward "getting my act together," not a final document.

Too often education for an educational technologist's individual needs has been confined to technical competencies. We suggest this is only part of the preparation. We recommend that national, regional, state, and local leadership strongly consider identifying individual resources, developing workshops, and encouraging detailed study on developing the educational technologist's self-concept.

INTRODUCTION AND DIRECTIONS FOR USE

The checklist which follows is designed as a personal evaluation tool of the factors which affect attitudes toward promoting educational technology. As you complete the checklist, think of previous events or experiences and answer as frankly as possible. Results of the checklist should be shared only if you are comfortable in doing so.

Step 1. Mark each statement in one of the following categories: frequently, occasionally, or never.

Step 2. Put the results aside for a minimum of three hours or more. Review the survey results.

Step 3. Analyze the checklist to see if it reveals areas which, in your opinion, need to be improved. Prepare a list of those items and annotate with personal observations (not explanations).

Step 4. Analyze the inventory, listing items for which you are proud. Draft them in your best handwriting and frame.

Step 5. Review the attached list of resources. Choose a resource with which you are comfortable. The intent is to help you focus on ways of beginning to change behaviors. For example, one place to start might be a discussion with a trusted colleague whom you respect. Together, you might develop strategies which would be most beneficial. Remember, you are usually your own worst critic. A colleague may help temper your interpretation and organize your activities.

Step 6. Congratulate yourself! By using this checklist, you've taken the hardest step. You've recognized that your individual traits may have a significant impact on your ability to promote educational technology.

Don't stop here. Forge ahead!

SELF-CONCEPT AND PERCEPTION CHECKLIST

Professonally I see myself as being:

1. an educational technologist .... ☐frequently ☐occasionally ☐never
2. a protector of the collection .... ☐frequently ☐occasionally ☐never
3. able to deal with change .... ☐frequently ☐occasionally ☐never
4. innovative .... ☐frequently ☐occasionally ☐never
5. accepting of other's "put downs" .... ☐frequently ☐occasionally ☐never
6. responsible for designing learning activities .... ☐frequently ☐occasionally ☐never
7. abrasive to others by using a hard sell approach to encourage the use of educational technology .... ☐frequently ☐occasionally ☐never
8. secure enough to accept criticism .... ☐frequently ☐occasionally ☐never
9. cheerful .... ☐frequently ☐occasionally ☐never
10. a "babysitter" allowing other educators free time .... ☐frequently ☐occasionally ☐never
11. dogmatic — resisting change .... ☐frequently ☐occasionally ☐never
12. shy and introverted when working with people .... ☐frequently ☐occasionally ☐never
13. knowledgeable in the field of educational technology .... ☐frequently ☐occasionally ☐never
14. a caretaker of equipment .... ☐frequently ☐occasionally ☐never
15. defeated before I begin .... ☐frequently ☐occasionally ☐never
16. secure enough to rebound from failures .... ☐frequently ☐occasionally ☐never
17. responsible for educating others to effectively utilize educational technology .... ☐frequently ☐occasionally ☐never
18. confident when addressing a group .... ☐frequently ☐occasionally ☐never
19. committed to the value of educational technology .... ☐frequently ☐occasionally ☐never
20. a promoter of media as a panacea .... ☐frequently ☐occasionally ☐never

21. knowledgeable in a variety of content areas	☐ frequently	☐ occasionally	☐ never
22. pessimistic in assessing the future	☐ frequently	☐ occasionally	☐ never
23. in a less demanding role than the classroom teacher	☐ frequently	☐ occasionally	☐ never
24. consistent in dealing with people	☐ frequently	☐ occasionally	☐ never
25. caring in dealing with people	☐ frequently	☐ occasionally	☐ never
26. able to deal with people having divergent views	☐ frequently	☐ occasionally	☐ never

Others view me and/or my profession as being:

1. indispensable to learning	☐ frequently	☐ occasionally	☐ never
2. a cart pusher or technician	☐ frequently	☐ occasionally	☐ never
3. a packager of materials	☐ frequently	☐ occasionally	☐ never
4. interested in and willing to work cooperatively with them	☐ frequently	☐ occasionally	☐ never
5. a frill	☐ frequently	☐ occasionally	☐ never
6. in charge of a "vending machine"	☐ frequently	☐ occasionally	☐ never
7. lacking in academic depth-content area knowledge	☐ frequently	☐ occasionally	☐ never
8. a change agent	☐ frequently	☐ occasionally	☐ never
9. a respected professional resource person	☐ frequently	☐ occasionally	☐ never
10. unable to teach content	☐ frequently	☐ occasionally	☐ never
11. in a simple job	☐ frequently	☐ occasionally	☐ never
12. ready to jump on any bandwagon	☐ frequently	☐ occasionally	☐ never
13. competent in educational technology skills	☐ frequently	☐ occasionally	☐ never
14. non-instructional	☐ frequently	☐ occasionally	☐ never
15. a supplemental rather than an integral facet of the instructional program	☐ frequently	☐ occasionally	☐ never
16. a member of the teaching team	☐ frequently	☐ occasionally	☐ never
17. non-service oriented	☐ frequently	☐ occasionally	☐ never
18. expendable	☐ frequently	☐ occasionally	☐ never
19. able to separate "personal relations" and professional interaction	☐ frequently	☐ occasionally	☐ never
20. a clerk	☐ frequently	☐ occasionally	☐ never

RECOMMENDED RESOURCE MATERIALS AND ACTIVITIES RELATED TO SELF-CONCEPT

How I See Myself

Interpersonal Communication Course
Transactional Analysis
Group Process Techniques
Conflict Management Workshop
Values Clarification Workshop
Human Potential Seminar
Role Playing
Daily Activity Log
Teacher Effectiveness Training
Assertiveness Training
Time Management Workshop
College Courses in Educational Psychology

How Others See Me, as well as How I See Myself

Audiovisual Media

"Leo Bauerman" — Centron Films.

"To Help Them Learn" — AECT/Association of Media Producers.

"Media Resource Center in Action" — Coronet.

"Our First Fifty Years" — Encyclopedia Britannica Education.

"Project Discovery" — report about the Shaker Heights "Project Discovery."

"Media For Presentations" — Indiana University.

"A Place for Learning" — Wisconsin Department of Public Instruction, Madison.

"Transactional Analysis in Interperson Communication (videotape) — Advanced Systems, Inc.

"Teacher Effectiveness Training Film Series — Media Five.

"Television is for Learning" — Mississippi Educational Television Network.

Berlo Film Series — Roundtable Films.

Kodak slide/series, booklets, and selected films.

"The Speaker" (film) — American Library Association.

"AAARK: Something about Communication — United States Air Force.

Print Media

Carkoff, works relating to congruency, personality.

Case, Robert and Anna Mary Lowry. *Behavioral Requirements Checklist,* American Library Association (AASL), 1973.

Cohlberg, *Stages of Moral Developement.*

Hug, William and Miller, William. *Competencies for School Media Specialists,* Alabama State Department of Education, 197?.

Kelly, Earl. *Self-Image.*

Nichols, *Self-Conscious Mind Directs the Brain.*

Rogers, Carl. *Non-Directed Teaching* and other works.

Silber, Kenneth. *"What Field Are We In Anyhow?" Audiovisual Instruction,* May,1973.

Wallington, Clint, et. al. *Jobs in Instructional Media.* AECT.

— Pertinent publications from the Association for Supervision and Curriculum Development, Washington, D.C.

— Pertinent publications from the American Society of Training Directors, Madison, Wisconsin.

— Pertinent publications from the American Educational Research Association, Washington, D.C.

— Pertinent publications from the National Association of Public Relations, Washington, D.C.

Other

State, regional, and national media consultants from Departments of Public Instruction, business, industry, and other disciplines, as appropiate.

Michigan Association for Media in Education. "The Role of the School Media Specialists in Michigan," sound slide/tape, 1978.

As a result of this committee's work, the following recommendations are suggested:

1. An Okoboji-type workshop on how to promote positive self-concept development for the educational technology leaders. With assistance and encouragement from AECT, the same type workshops should be held on the regional, state, and local levels. These would be conducted with assistance from persons who attended the leadership workshop and others who have expertise in the fields of personality development, social processes, transactional analysis, etc.
2. Pre-convention activities of AECT should help develop facilitators in this area of positive self concept development techniques.
3. A call for papers on the national level and interest groups developed on the subject. AECT publications, such as AVI and ETJ, need to seek articles on self-concept.
4. An ongoing section on the self-image for educational technologists in the above periodicals.
5. The development of complete courses or components of courses designed to develop positive self-image, and a favorable concept and attitude toward the profession and professional behavior in training institutions. The AECT certification committee could be instrumental in getting this incorporated into educational technologists' training curricula.
6. Since there is little research on the self-image of educational technologists, this committee feels that it would be fruitful for AECT to fund a doctoral student to pursue a study in this field.

APPENDIX

Historical Background

The contemporary educational technologist has been and is suffering from an identity crisis. This malady afflicts the person working in the public school media center as well as the university instructional designer. Both encounter problems in obtaining professional recognition, acceptance, and respect. The educational technologist has been referred to as everything from a "cart pusher" or a "keeper of materials" to "that gadgeteer up there playing with flow chart and computers." Not only does such labeling and accompanying criticism come from outside the field, but many within the field still view themselves in much the same manner.

What has fostered the identity crisis and how did we get there? A brief review of key events may help to understand why librarians, audiovisual specialists, instructional developers, media workers, educational technologists all, are still wondering who they really are.

While Gutenberg, Comenius and others set the precedent for the use of media in education, the installation of the first chalkboard at the West Point Military Academy and its subsequent use by a professor of engineering marks the beginning of the modern era of the field. Although the field has always had its critics, the first loud noises of dissent were heard at the end of the nineteenth century, directed at those using the lantern slide and the stereopticon projector. With the advent of the first educational motion pictures during the early 1900's, criticism of those who used them grew.

Print users fared far better, however, having evolved from a solid tradition of quiet, self-imposed discipline, and a rigorous adherence to scholarly standards which they insisted should prevail within their domains. The need to train millions in the shortest time possible during World War II resulted in the first concentrated use of educational technology in the classroom. Few realized this, including many of those who were to pioneer the field. School libraries, having arrived on the education scene far in advance of the audiovisual movement, were mildly tolerant, and somewhat mystified by the growing amounts of equipment which began to appear within their school. To many teachers who had spent the war years in the classroom while their returning counterparts had gone into military training, the identity of the audiovisualist was a mystery. They had not seen the use of models, mock-ups, slides, films, and other audiovisual aids as effective tools to instruct hundreds of thousands in the techniques of warfare. Nevertheless, at the end of the war, many teachers began to adapt similar methods to the teaching of more conventional subjects.

The position of the audiovisual director was not as quick in coming, since there were no formal courses of study to prepare them. Indeed, in those days, it literally was the one who possessed the "mechanical" aptitudes who was called upon to repair some piece of equipment, and who most frequently fell heir to the job of taking care of whatever equipment there was at the school. More often than not, this individual was a former serviceman who taught shop, physical education, and sometimes mathematics or science.

It should be noted that both at the public school and higher education levels, the areas which served print and non-print materials were, from the beginning, mutually exclusive. Each operated its own budget and was staffed separately as well. The person who served as librarian was female, had not been in military service and had received her degree in liberal arts. She had maintained a steady supportive role within the school as had her higher education counterpart.

In the mid forties, there emerged the first formal audiovisual programs, with Indiana University, Ohio State University, Pennsylvania State University and the universities of Wisconsin and Iowa leading the way. The early students came from such diverse areas as pharamacy, psychology, the military, or reading. The end of the forties saw the audiovisual director in ever-increasing numbers in high schools and universities and the Sputnik era brought him/her more visibility.

Regional standards which governed school libraries appeared during the mid forties (American Library Association's Committee on Post-War Planning, 1945), while those which related to university libraries had been operative for several years. Some early pioneers wrote of the need for audiovisual standards in the fifties, but these did not appear on a national basis until 1966. In 1965, the American Library Association, through its American Association of School Librarians, blended their concerns with those of the Department of Audiovisual Instruction (NEA) and came out with joint standards for schools which included both print and non-print media formats. These joint efforts have continued since that time but similar efforts at the higher education level have been much slower in coming. In the mid-seveties, the Association for Educational Communications and Technology and the Association of College and Research Libraries joined forces in efforts to formulate a similar document relating to community colleges. The four year institutions are just now beginning entry into a similar dialogue (summer of 1979). A draft document relating to postsecondary guidelines for learning resource programs was developed. This incorporates ACRL standards relating to print, and AECT standards relating to the remaining aspects of the learning resources program.

As this brief review shows, the emergence of the educational technologist has been a long and arduous path, not dissimilar to the history of the field which spawned him/her. Changes which have been an attempt to more adequately describe the field have involved the change in terminology, the identification of roles, the location within the instructional process of the practitioner and clarification of its importance to the task of learning. This permanent and seemingly endless metamorphosis has contributed greatly to the identity crisis from which the educational technologist and the public suffer.

It is here that any promotional efforts must begin.

COMMITTEE MEMBERS
Francis E. Clark
Jay F. Angert
Frank Dwyer
Lida M. Cochran
Barbara L. Grabowski
Dean Hustuft
Roger Volker *(Chairman)*

SOME USES FOR PRINCIPLES OF LEARNING DERIVED FROM RESEARCH AND THEORY IN PROMOTING EDUCATIONAL TECHNOLOGY

Over the years theory and research has identified principles of learning which, if incorporated in instructional messages, can positively effect the teaching—learning process. It is our contention that educational technology employed in compliance with these principles can also be a significant influence in facilitating increased student learning in the cognitive domain.* It is our opinion that educational technology can be justified in the teaching-learning environment on the basis of observable (cognitive) increases in student performance.

The following diagram is included to guide the reader through the information flow contained in this particular working paper:

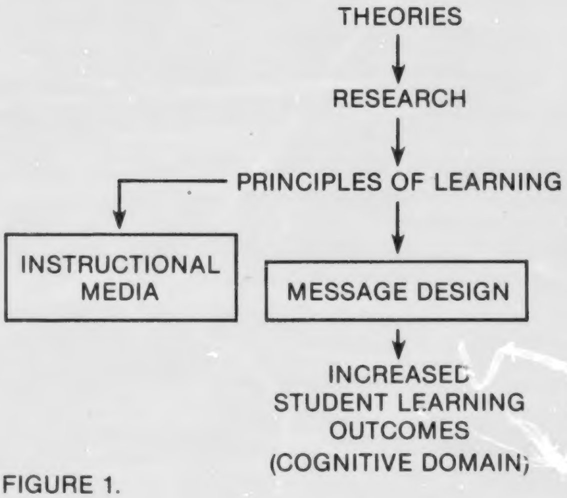
THEORIES
RESEARCH
PRINCIPLES OF LEARNING
INSTRUCTIONAL MEDIA
MESSAGE DESIGN
INCREASED STUDENT LEARNING OUTCOMES (COGNITIVE DOMAIN)

FIGURE 1.

---

*It is suggested that individuals interested in pursuing attitudinal, motivational or persuasion research review appropriate texts and journal articles in the respective fields.

In addition, to provide the reader with checkpoints which may be used for developing a presentation justifying the use of educational technology, this report describes briefly:

- theories of learning
- different areas of research
- different types of research
- usable principles of learning
- usable resources
- developing research consumers

THEORIES OF LEARNING

Learning theories are generalizations. Yet they must be applied to specific problems of instruction, specific objectives, a given resource and a specific audience. Generalizations, although they may cover a wide range of conditions, are not intended to fit specific cases. Thus learning theories provide an approach but they are not detailed guidelines for creating and producing effective instructional materials.

Cognitive developmental theories provide one way of looking at learning which considers the inherent human capability we all have to shape our own plans for action. Rather than react to some external "reward," we may react to our own internal voices, drives, aspirations, and capabilities.

If we agree that the development of problem-solving and evaluating abilities should be recognized as the highest level goal in education, then we must recognize that the acquiring of these abilities is not just a matter of the accumulation of S-R associations. Rather than treating isolated individuals whose aptitudes are treated normatively, this approach would examine cognitive development in a manner which will include acquisition of competencies to generate novel utterances (verbal, visual, kinesic, or whatever) such as the creation of a solution never seen before, unique and adequate to the problem at hand.

The challenge to researchers, then, is to devise methods of inquiry which take into account the purposive nature of the learner's interaction with the environment and at the same time satisfies the demands for scientific rigor. The complexity of this challenge does not eliminate the necessity for searching for such research methods, nor does it serve as an excuse for continuing to design studies which imply that the learners are merely responders to the stimuli presented.

An exciting prospect for educational technology is that for the first time in our history we have the potential capability to create ideal learning environments for learners as self-directed purposive organisms. Technology provides the means for learners to have access to information in many forms, in many places, at self-selected times.

For the education of citizens in a democracy it seems particularly important to provide the kind of learning environments which encourage the seeking of alternative solutions to problems rather than being conditioned to expect that "someone" somewhere has the answer which will in time be revealed.

EXPANDING YOUR CONCEPT OF "MEDIA RESEARCH"

One of the reasons we do not know where we are today is that we are unfamiliar with parallel lines of investigation by researchers in other fields. This tunnel vision leads to narrowly conceived research questions which may turn out to confirm the inclinations of a particular researcher. Rarely are disciplines' lines crossed to acknowledge other explanations of learning outcomes we observe. Yet, when other disciplines are considered, the base of information expands a great deal. It is important, then, to consider where findings come from.

Three Areas of Research.

We spoke of parallel lines of research in other fields. Three fields of research which may be delineated in broad fashion include:

- Psychological Research

Intellectual abilities and attitudes: cognitive and affective domains, and stimulus/response

- Sociological Research

Observational, humanistic, ethnic; interaction of people, social structures and learning, learning as an individual activity, the relationship of the culture to learning, and cognitive style mapping.

- Physiological Research

Biological bases of learning; sensory responses, measurement (usually with instruments, inventories and/or devices) of learner behavior; eye movement, galvanomic skin responses.

Relationship of These Areas to Research in Instructional Media

Often the research in other disciplines is not considered when studies in instructional media are designed and conducted. Therefore the variables and relationships brought to light by researchers in other fields are often overlooked.

To find support for instructional media, the practitioner should examine the research in other pertinent disciplines. A merger of research efforts and the acknowledgement of similar concerns from other fields will provide a broader base of support to strengthen the presentation or argument for financial and ideological support of the instructional development and technology program.

Elements That Can Be Researched.

After identification of the research areas, the next step is to consider the elements which need to be researched, each of which may have been already examined by any or all of the research areas discussed above. Since learning is the end product sought by instructional technology, the complete instructional environment is open to research. Elements of this environment may include:

- the learner
- the learning task
- the teacher
- the teacher
- available or needed resources
- the physical facilities

When seeking research findings that support the claims and need for communication through educational technology, keep in mind these two final points.

1. Make use of the wide variety of information available in other related disciplines when designing and conducting research in the instructional development and technology field.

2. Users of research findings (practitioners) should also be sensitive to this same wide variety of informational resources. Do not confine your search for information solely to the journals in the instructional development field.

CHARACTERIZING TYPES OF RESEARCH

Different kinds of research provide different kinds of evidence and various forms of conclusions. Researchers depend on theory to provide a sense of direction, and to offer reasonable explanations for the results.

Theory, in a general sense, is a synthesis of the observations of relationships. A researcher's philosophy regarding how people register sensory impressions may guide his quest for explanations.

Various levels of precision and accuracy exist in all research and theory. When applied to the behavior of people, research and theory are weak because behavior is the sum total of many complex variables which are difficult to control or fit into the scientific process. Observations of behavior can be either *direct* or through *introspection.*

Traditional research in instructional development and technology has concentrated primarily on *direct observation,* rather than introspection. Researchers in the field try to limit the scope of their investigations, in order to explain (and hopefully predict) events as accurately as possible.

As you seek research which can be used in support of instructional development and technology, you will come across many types. The following definitions may help you to identify a particular type of study:

Experimental research: Narrow in scope and dedicated to extending theory to 1) strengthening what is already known, and 2) opening up additional areas for later analysis.

Quasi-experimental and ex-post-facto studies: Usually of the one-shot variety which make use of available groups of people in conventional settings. Research of this kind is often less rigorous than experimental investigations and may create a series of statements or conclusions that are less dependable. Although the setting for these studies tends to be more representative of classroom conditions, cause and effect cannot be shown with as much certainty as it can with experimental-type research.

Case studies: Focus on single units of analysis and feature in-depth observations, as opposed to instances in which the investigator concentrates upon many subjects at once.

Action research: Conducted to gather data which supports an idea, or to accumulate evidence about the success or failure of a specific approach to educational processes.

Second generation research: Concerned with deriving principles from a collection of similar kinds of research which has been conducted at many different times and places. All of the data may be reanalyzed in an effort to find consistent and more rigorous conclusions. The objective is to re-examine older investigations, using newer and superior statistical techniques, to uncover relationships previously overlooked.

Research reviews in the form of a narrative, are a second kind of research in this class. A third form, meta analysis, is new and relatively untested. This technique shows promise in analyzing many studies that have produced conflicting results. It may be a helpful way of dealing with media studies because it provides ways to make definitive statements about a great deal of research without having to cite individual efforts.

Research can be used to make school administrators aware of existing and potential problems. It is also indispensable for determining objectives and strategies for an educational program or learning situations.

USABLE PRINCIPLES OF LEARNING

Suggestions derived from Stimulus/Response Learning.

While there are a variety of ways of characterizing stimulus/response learning, these conclusions may be especially useful.

1. *Establish conditions for learning* so that the learner is appropriately oriented and prepared in terms of attitude, motivation, and information about the skills to be taught.
2. *Select and sequence content* so that the learner can make efficient use of it. Learning is optimally facilitated when the structure of the content material is organized and presented in a manner congruent with the ways in which the human organism interacts with and processes information.
3. *Provide variety* to sustain attention and interest, such as overt responses, change of pace and intensity and demonstrations. Change the learning setting frequently throughout the sequencing of these elements.
4. *Adjust the rate of development* (or information density) so that ideas unfold not-too-fast, not-too-slow. Many instructional programs develop too fast and use too few repetitions of many of the ideas involved.
5. *Require learners to respond* either overtly or covertly. While this finding is present throughout the literature, as the Chinese said centuries ago: "If I hear, I forget; if I see, I know; if I do, I remember."
6. *Practice and improvement* (trial-and-error, "practice makes perfect" etc.) are fundamental techniques for learners to learn something, or to perfect a skill.
7. *Reinforcement/reward* may be one of the oldest and most consistently supported principles of learning. Learners tend to repeat behaviors that are accepted, rewarded, or that lead to success.

An example of the ways in which instructional development and technology might be used to implement a specific principle of learning follows:

> A laboratory experiment is videotaped and made available for student viewing in the laboratory, as well as in the Learning Resource Center. Since the experiment has been presented in its entirety, students are able to view it as often as needed in order to acquire the designed learning objectives. This same recorded experiment can also be used in lieu of actual performance in subsequent classes as well as for remedial or enrichment purposes.

The use of "technology" to preserve and play back instructional experiences facilitates the im-

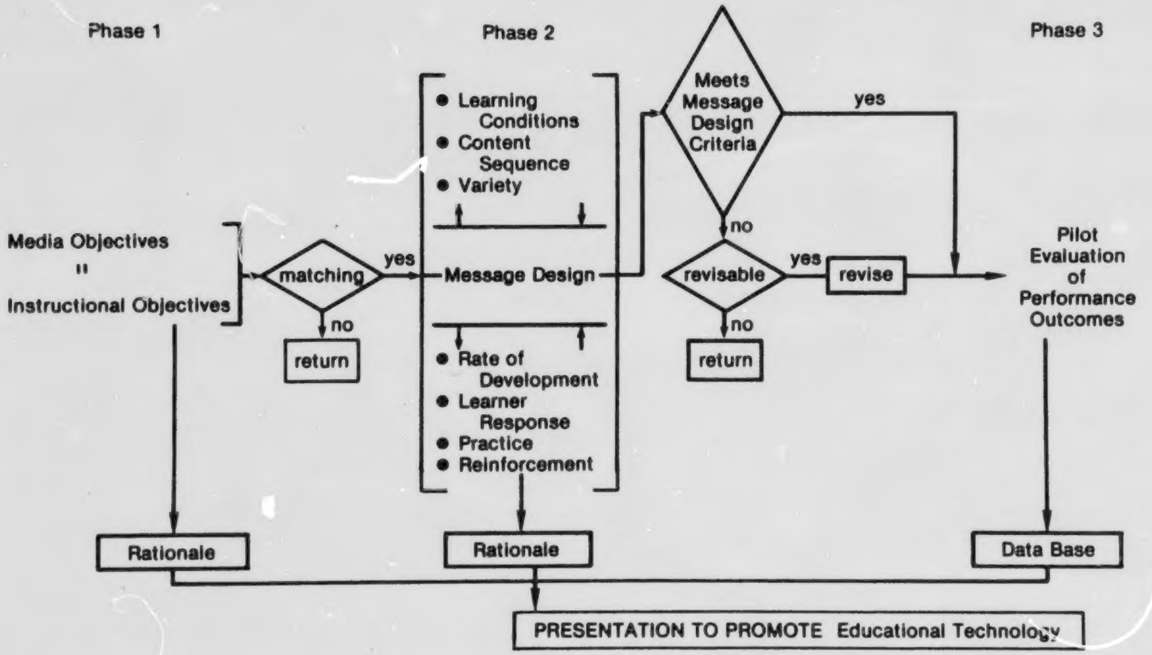
Phase 1
Phase 2
Phase 3
Learning Conditions
Content Sequence
Variety
Meets Message Design Criteria
yes
Media Objectives
=
Instructional Objectives
matching
yes
no
return
Message Design
no
revisable
yes
revise
no
return
Pilot Evaluation of Performance Outcomes
Rate of Development
Learner Response
Practice
Reinforcement
Rationale
Rationale
Data Base
PRESENTATION TO PROMOTE Educational Technology

FIGURE 2. A Procedure for Synthesizing Principles of Learning and Data Bases to Help Promote Educational Technology

plementation of learning principles related to rate of instructional presentation, and the necessity for repetition and reinforcement in the teaching-learning process.

The preceding diagram is an attempt to illustrate a procedure for the evaluation of custom-made or commercially produced instructional materials.

Phase 1: Relates to the process of determining whether the established curriculum objectives can be enhanced by the designated instructional materials.

Phase 2: Focuses on the examination of the message to determine the extent to which it coincides with, or includes relevant principles of learning. A decision is then made as to whether: a) the instructional materials are to be rejected b) modified to incorporate appropriate learning principles before evaluation or c) pass directly to the evaluation phase.

Phase 3: Pilot testing of materials for evaluation of effectiveness in achieving desired learning objectives.

The diagram also provides a procedure to gather appropriate information for the instructional developer, teacher, curriculum specialist, or media director to justify the decision for the acquisition of specific instructional materials. Information from Phase 1 and 2 builds the case for the adequacy of the objectives and principles of learning. Information from Phase 3 builds the data base for this justification.

USABLE RESOURCES

A. Information Bases.

It has already been pointed out that research in media may be hiding under the name of psychology, sociology, physiology, or some other "ology". The following resources may provide information to support promotion of instructional development and technology:

- *Hope Reports*
  A collection of market analyses reporting the number of projectors sold, the VTR's in use, etc.,are helpful when building a case for buying something (the "...everybody else has one..." syndrome).
- *Industry Surveys*
  Market analyses on consumer needs and preferences are often conducted by manufacturers and media developers. Write the industry you need information from, or look in the EPIE reports (a kind of "consumer guide" to educational technology hardware and software), and other sources such as the Gallup Polls.
- *Academic Research*
  The quickest way to locate support in the academic literature is to request an ERIC search through any university library. Many state departments of education agencies also offer this service. Similar searches may be done for Psychological Abstracts and Dissertation Abstracts.
- *Local Action Research*
  As discussed previously, this may be an excellent method for collecting information in your own setting.
- *Professional Judgement*
  When this is used, it should be honestly labeled as opinion and not fact. However, the exercise of this option is entirely appropriate, since as a media professional you have the necessary experience and training to exercise such judgement.

B. Journal Articles

Journal articles and abstracts of research (suggested previously under academic research) may be found in such publications as:

American Education Research Journal
Audiovisual Communication
Audio-Visual Instruction
British Journal of Experimental Education
Child Development
Canadian Journal of Psychology
ECTJ
Educational Technology
Encyclopedia of Educational Research
Journal of Applied Psychology
Journal of Educational Psychology
Journal of Experimental Child Psych
Journal of Experimental Education
Journal of Experimental Psychology
Journal of Instructional Development
Journal of Psychology
Medical and Biological Illustration
Ontario Journal of Educational Research
Perception in Psychophysics
Perceptual and Motor Skills
Psychological Bulletin
Psychological Monographs
Psychonomic Science
Quarterly Journal of Experimental Psychology
Review of Educational Research
Viewpoints

DEVELOPING RESEARCH CONSUMERS

The use of research findings to support your project or proposal contains hidden danger, since you run the risk of being misunderstood or not understood at all. Educators and administrators are usually familiar with methods of analysis, conceptual models, statistical terms and the various forms of research designs, but school board members and the general public may find it difficult to follow the logic of your supporting arguments. For this reason, it is important to tailor your presentation to the listener or audience. Some of the techniques which will improve the quality of your communication include:

Provide Background Present all of the necessary information the audience needs to understand the problem and how it was investigated. Cite the who, what, where, why, and how of the study or example you are using. After your explanation, it might be helpful to briefly reiterate the setting, perhaps in a slighty different manner — to reinforce your point.

Use Analogies and Examples Translate the study or situation into an example, preferably at the local level, so that the audience can see the relationship between the example and the new plan proposed. Try to locate the best possible illustrations to help build your case. Avoid findings that are inconclusive or that might be open to question. On the other hand, if you are unable to find supporting evidence for what you propose to do, admit it, and use this fact as ammunition. State that in your professional judgement there is indeed a problem...and then propose a solution.

Avoid Technical Jargon Few things turn an audience "off" as quickly as the use of terms with which they are unfamiliar. Every discipline has its own "language" or jargon, which must be translated for people outside the field into recognizable terms. For example: Sample = group; subjects = people; statistical techniques = analysis; significant difference at the .05 level = difference; and hypothesis = question.

Anticipate Objections Try to think negatively, as certain members of your audience will do. Continually ask yourself where the pitfalls are, which elements of your examples and citations might be questioned, and analyze for weaknesses that someone might find. Discard those aspects that are too risky and might raise too many questions.

Be Honest Never try to explain or justify a position if someone tries to trap you. Freely admit that the critic may indeed have a valid point. Avoid a showdown, especially in public and in front of an audience.

COMMITTEE MEMBERS
Arnold L. Crump
Joan Maki
Noreen R. Michaud
James L. Smith
Jerry Wm. Weimer
Wesley Meierhenry

A PLANNING MODEL FOR MARKETING EDUCATIONAL TECHNOLOGY

INTRODUCTION

A selling approach has been used traditionally by educational technologists to convince potential users to utilize their services and/or their products. Such campaigns frequently began with the selection of a medium to reach a heterogeneous audience based on the conviction that media helps all people to learn. As a consequence, many promotional programs were developed with emphasis on the medium without identifying the audience, the decision makers, gate keepers, or early adopters.

There are a number of approaches which can be used to systemize the process by which audience and method decisions can be made in regard to the development and delivery of a promotional message. Utilization of the systems approach in the design of promotional messages to which a target audience would respond favorably, is one option. Although educational technologists frequently see systems and the systems approach as being applicable only in an instructional setting, the promotional problem should be considered as a learning situation and therefore amenable to a systems approach.

Another approach to the problem of promotion is the use of a model. Recent communication models have stressed the need to know as much as possible about audience characteristics before encoding a message.

A third and related approach is that of marketing. Educators frequently reject anything which comes from the business world because "education is different." Thus there has been little use of many business theories and practices including such concepts as management, marketing theories and practices.

Even within the marketing field there has been an evolution of its purpose and procedures. During the mid and latter 1970s the emergence of a broader and different definition changed the emphasis from "selling" to a much more comprehensive and broad endeavor. One such definition by Kotler has elements useful in thinking about the promotion of educational technology.

> "...the effective management by an organization of its exchange relations with its various markets and public...Marketing is a systematic approach to planning and achieving desired exchange rela-

tions with other groups. Marketing is concerned with developing, maintaining and/or regulating exchange relations involving products, services, organizations, persons, places or causes."[1]

Johnson proposed simply that "marketing is little more than learning about and servicing constituency needs in a responsive manner".[2] A major objective of marketing is successful intervention in the individual's decision making process.

Business has moved through at least three stages: producing, selling and most recently marketing. The first stage was one of developing products for which a market was sought. Educational technology also has experienced this stage in its development where primary emphasis was placed on producing media, including those designed for promotional purposes, in the hope that an appropriate audience could be found. This era was characterized by emphasis on producing slide-tapes, motion pictures, video tapes and other types of media with the belief that such materials would impact favorably upon the decision makers.

The second stage emphasized selling of the products. This stage is very familiar to promoters of educational technology because much of public relations theory and literature focuses on the role of the educational technologies in selling. The emphasis here is on improving selling skills and the use of media and technology to advocate the use of educational technologists.

The third stage is that of marketing. In the marketing approach the choice of the medium for promotion comes at the final stages of the plan rather than at the beginning. Marketing places a great deal of emphasis on the identification of a target group, the identification of the group characteristics, and consideration of the constraints under which it operates; such as social, political, legal and demographic forces. Only at this point will the selection and design of media to communicate the desired promotional message be considered.

It is the committee's intent to present a marketing model which will be useful in the analysis, design and evaluation of a promotional activity created to affect a favorable change in the knowledge level, attitude and/or behavior of a selected decision maker or decision-making group. The following method was used in the development of the model presented here.

1. Select the basic marketing process to be used.
2. Adapt the process to meet the needs of the intended application.
3. Work through the process using case examples.
4. Identify the activities appropriate to the steps in the process as identified by the case examples.
5. Refine the identification of the activities involved in each step.
6. Label the activities to communicate the emphasis of the activity and position in the process.

In the sections which follow, the various aspects of a marketing plan for promotional purposes will be identified and discussed, along with case examples to illustrate how the model would actually perform in different settings.

THE MODEL

The purpose of the marketing process chosen, is to facilitate the analysis, planning and control of a plan for implementation of a goal-oriented promotional process...in other words, promotion of the use, effectiveness, advantages and capabilities of educational technology. It is understood that the final assessment of the success for the process rests with the decision-makers. The plan as presented in Figure 1 has three levels of development: a. needs assessment (Steps 1, 2, and 3); b. presentation development (Steps 4 and 5); and c. outcome evaluation (Step 6.)

Description of the Process

Step 1. Survey the target market.

Begin with a survey of the situation surrounding an area of difficulty. This should provide information necessary to guide the actions suggested in the remainder of the process.

Step 2. Define the target audience.

A specific population to whom this marketing or promotional effort is to be directed must be selected. In order to communicate effectively with this group, identify specific information about, characteristics and needs of this group.

Step 3. Identify the constraints.

Every system operates under constraints imposed by other systems or situations. The constraints under which the target group operates must be identified as specifically as possible.

Step 4. Set specific objectives.

In the opening paragraph of this section general goals were stated for the proposed marketing or promotional process. At this point, specific objectives

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[1] Dennis L. Johnson, "Marketing the Un-Cola College" *Community College Journal*, December/January, 1977-1978 p.15.

[2] *Ibid.* p.16

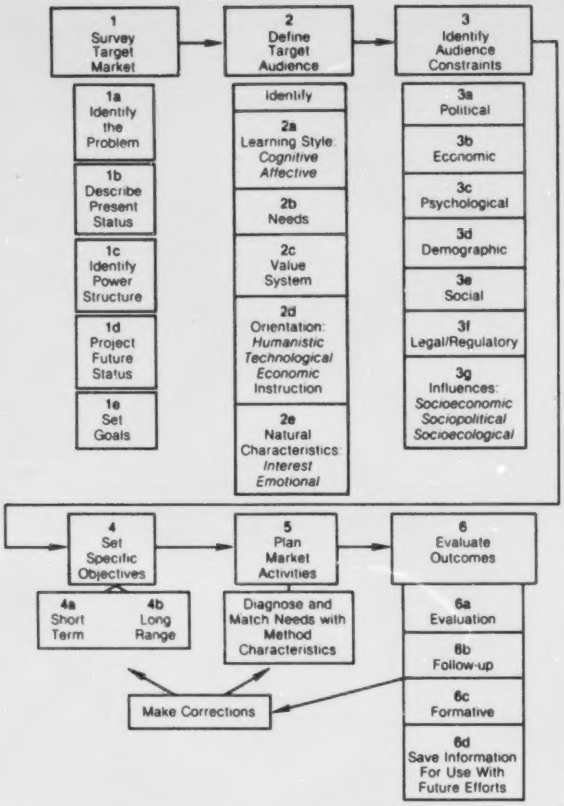
1 Survey Target Market
1a Identify the Problem
1b Describe Present Status
1c Identify Power Structure
1d Project Future Status
1e Set Goals
2 Define Target Audience
Identify
2a Learning Style: Cognitive Affective
2b Needs
2c Value System
2d Orientation: Humanistic Technological Economic Instruction
2e Natural Characteristics: Interest Emotional
3 Identify Audience Constraints
3a Political
3b Economic
3c Psychological
3d Demographic
3e Social
3f Legal/Regulatory
3g Influences: Socioeconomic Sociopolitical Socioecological
4 Set Specific Objectives
4a Short Term
4b Long Range
5 Plan Market Activities
Diagnose and Match Needs with Method Characteristics
6 Evaluate Outcomes
6a Evaluation
6b Follow-up
6c Formative
6d Save Information For Use With Future Efforts
Make Corrections

FIGURE 1. The Planning Model

should be formulated, stating the specific attitudinal or behavioral changes in the target audience desired as the result of this process.

Step 5. Planning the marketing activities.

Combine the audience information, characteristics, constraints, and objectives to determine the needs which have to be met by the marketing plan. Match these needs with available strategy and method characteristics to formulate the activities or plan of action.

Step 6. Evaluate the outcomes.

Devise a method to determine the results of the effort. Evaluation may suggest changes in the specific objectives or in the marketing activities. All information should be saved and used for future efforts.

II. DESCRIPTION OF THE PLAN

STEP 1 Survey the target market

1a. Identify the problem — A usual component of most goal-oriented procedures is a clear statement of the problem. This is no exception. (While there are methods for aiding in the development of a problem statement, the one used with this model is based on the Performance Analysis and Instructional Design Guide used by the Marketing Education Center of the Eastman Kodak Company). This guide suggests that the problem be stated in terms of: the people responsible; the reasons behind their actions, and the evidence leading to the conclusions formed.

1b. Present status — It is necessary to know the situation in which the plan will be operating. Information should be collected regarding projects, staffs, products, services, etc. as they relate to the problem. For example:

a. the developmental history of the present situation
b. the position of the present group, system, individual in the super-system structure
c. the true position of the group, etc. relative to competitors and/or the problem
d. the strong and weak points of the group

1c. Identify power structure — What individuals, groups or organizations have a direct bearing on decisions affecting the problem? Be specific in identifying the members of this power structure.

1d. Project the future status — The plan is designed to change or effect an anticipated outcome. This requires a statement of the expected outcome.

1e. Set goals — Although this is a general statement of intended outcome it should be specific to the problem and elements or the problem structure and reflective of the information gathered above. It should be noted that more than one objective can be stated. It might be necessary to do a marketing plan for each group of goals.

STEP 2 Define the target audience — Name the audience (specific) for the market plan.

2a. Identify the learning style of the audience — educational level, prejudices, assumptions and other such characteristics help to define the style of learning of the audience.

2b. Needs — What needs does the audience have? Which of those needs relate to your problem and goals?

2c. Value systems — Define the target group's values as evidenced by their previous performance.

2d. Orientation — Determine which orientation characteristics tend to influence the decisions of the target audience.

2e. Natural Characteristics — What topics, programs, problems seem to be of interest to the audience? Be fully aware of any highly emotional issues which may be involved.

Some variation in the information in Step 2 will occur depending on whether the audience is a small or large group.

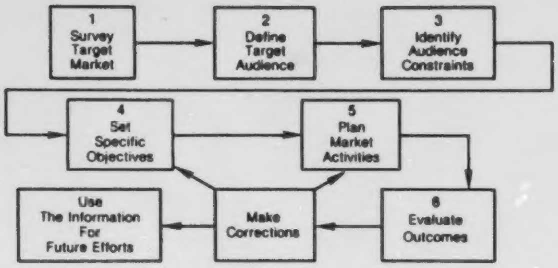

FIGURE 2. Plan for the Implementation of a Need-Goal Oriented Marketing Process

STEP 3 Identify the audience constraints

Consider each of the following categories: political, economic, psychological, demographic, social and legal regulatory, and determine the factors which affect choices, flexibility and loyalties. These factors modify the way the audience reacts to attempts to influence its decisions on the problem. (See also section on legal and regulatory constraints in "Promoting Educational Technology Through Political Action.")

3a. Influences — Most groups are influenced by other groups or individuals, under various conditions. Understanding the level of influence of these groups is an important factor in determining other target audiences.

STEP 4 Set specific objectives

4a / 4b. Short term and long term outcomes — In Step 1 the final activity is stating goals. After the target population is identified along with its characteristics and constraints, specific objectives for promotional purposes need to be developed. These statements must be specific, measurable and prioritized; they may be somewhat different than the original goals as a result of the contraints. Short term goals will be immediate, long term goals may extend over a period of years.

STEP 5 Plan marketing activities

Up to this point the model operates in a linear fashion. The survey of the target market including needs assessment, identification and characteristics of the target audience as well as the constraints under which the target audience must operate. They should be considered in that order. The decision as to what medium/media should be used, along with the exact design of the promotional message should consider all the previous elements of the plan as a whole. Everything refers back to the target audience, its characteristics and limitations, so that the medium and the message will impact favorably and positively on decisions regarding educational technology.

A large number of potential devices and materials are available from which a selection can be made to promote a favorable attitude and positive decisions regarding educational technology. The marketing approach suggests that not only is the choice of the medium critical, but also the format and content of the message, in order to impact positively on the target audience.

For a listing of various promotional materials with some of their communication characteristics, see "Suggestions for Developing Strategies for Promoting Educational Technology."

STEP 6 Evaluation outcome

Both formative and summative evaluation approaches need to be considered. Formative evaluation applies to the process steps of the model, and includes such questions as:

a. Were the characteristics of the target audience correctly assessed?

b. Were the constraints correctly considered?

c. Were the interrelationships appropriately defined as a whole, in the selection of the medium and the design of the message?

In other words the formative evaluation activities determine whether the plan was developed appropriately. Summative evaluation is the extent to which the promotional objective was met, and the desired decision made or action taken.

In addition to the evaluation concerning the process and the production, feedback should also be encouraged to determine where and how the plan should be modified in order to promote continued favorable decisions by the same target audience. Consideration of each new target audience represents a new planning process. Follow-up is an equally important activity perhaps related more to long range than to short term objectives. Follow-up might include a continuation of the same or similar activities or may be an entirely new set of promotional activities dictated by the results of the evaluation.

The three case studies which follow are actual examples of how the model might be applied to three quite different areas and the process followed in each.

PUBLIC SCHOOLS — CASE STUDY

In these days of budget restrictions and declining student enrollment in the public schools many media programs and personnel have been eliminated or at least cut back to the bare bone. What can educational technologists do to maintain programs which are valuable/viable to students in the educational community? Why the elimination or cutbacks of programs? To whom do we appeal for support? How do we appeal for help?

Anytown, U.S.A. used the Planning Model for Marketing applying the principle of the plan to the above problem. The process of actually identifying the *appropriate power structure* is basic to the whole process. WHO actually makes the *final decision* as to what is maintained, cut or eliminated in schools? School administration? Principal? Board of Education? Taxpayers? Who determines which dollar goes where? Are certain programs cut before the budget reaches the Board of Education? Do principals support the program and make it a priority? In the final analysis do the taxpayers really have a deciding factor in where the dollar is going or only in the dollar amount to be distributed? In this plan, the *superintendent* is identified as the decision-maker.

Having identified this decision maker, HOW do we approach him? How does one compete against all the other programs seeking money? Know his learning characteristics. What will make him sit up and take notice? What sort of presentation will impress him the most? Statistical data on cost effectiveness? Cause and effect results? Remember he is interested in student results, parent reaction and teacher needs. He does believe in quality education. He is, above all, a very busy man and needs tangible information presented as succinctly as possible.

This Superintendent will be under various elements of pressure. WHAT are the influences in his decision making? Internally: school principals, teachers, other program demands and legislative mandates. Externally: parents, taxpayers, age and income level of the community and economics of the time.

Our purpose, then, is to convince the Superintendent to maintain quality media programs and service even though he is dealing with declining enrollments, and devaluation of the dollar. Having analyzed the characteristics and the constraints of the Superintendent, our marketing activities should take the form of up-to-date statistics in the form of charts and graphs showing cause and effect results, and cost effectiveness, as well as comparisions of past performance against present performance. Talk to your administrator. Let him know the results in an informal way and then present him with a concise well-visualized report in print.

Know WHO the decision maker is. Know WHAT influences his decisions. Know HOW to present the information he needs most effectively. The procedure is simple, the thought process provocative. It may give you a new perspective on an old problem...AND SUCCESS.

HOSPITAL — CASE STUDY

The purpose of this case study is to demonstrate the application of the marketing model for promoting educational technology to a particular hospital with a total interdepartmental budget that is adequate for the present level of operation.

This setting is unique from a public school or university system in that a hospital primarily exists to provide health services. In addition, hospital departments have educational programs that operate with a line of authority from administrator to department head who supervise allied health school coordinators and instructors. The supervisor of education has an administrative mandate to coordinate educational programs and provide instructional development services.

Educational services are presently supported by the administrative council. The decision makers at this site are the departmental heads. The nursing department is singled out as an example, due to its size and importance in educational programs.

A twenty year history of personality conflict has prevailed between the education and nursing services. The main purpose of the plan is to improve specific human relationships with a resulting commitment to cooperation between the nursing director, the staff development coordinator and the supervisor of education. The long term objective is to develop a series of educational technology workshops which would be jointly planned and presented by the supervisor of education and the staff development coordinator. The short term objectives chosen to aid in reaching the long term objectives are: increased cooperation in planning matters and increased utilization of the education department services.

The evaluation of this plan considers the working relationships and whether cooperative planning and decision-making is taking place based on the good of the program or the competition for power. If this program results in the desired working relationships with the nursing department, the basic plan can then be adapted for use with other departments in the hospital.

TRAINING PROGRAMS — CASE STUDY

This marketing model can be applied to selling training programs to business and industry in a world where cost effectiveness, capitalism and efficiency are dominating factors. The problem of "selling training" relates to the conference theme of promoting educational technology in that training is the business term which is in and of itself educational in nature. Thus, we have chosen to deal with the following business related example.

Small and middle sized businesses do not have internal training personnel programs due to cost, size, lack of specific skills and knowledge of materials. The absence of internal training programs is demonstrated by sales representatives who lack knowledge in selling techniques and current information of their products.

The present status in the selected company is that no efforts have been put into training of personnel.

The power structure in this selected business is:

— Company President
— Marketing Division Chief
— Sales Managers
— Sales Representatives

The general projected goal is that sales will increase as the sales representatives become more informed due to the effects of the training materials.

The specific goal is to sell the company on training programs for their personnel.

The target audience is the president of the company due to the fact that a need must be established for incorporating training materials into the budget. The characteristics of the selected company president suggest that he would respond more favorably if the presentation included: a. hard data, b. comparison statistics, c. graphic representation and d. a concise printed message.

Economic constraints such as inflation, the energy crisis and accessibility can act on the outcomes of such an endeavor. Suggesting that a company add an expense to an already established budget is a constraint, as would be the suggestion that existing advertising funds be used for this endeavor so that sales will increase due to more effective sales representatives.

Considerations concerning advertising policy, buying style and cost effectiveness of the program, as well as the lack of knowledge concerning the long term effects of training may pose constraints. Social attitudes and personal factors such as sex and race could also be inhibitors.

The short term objectives should provide a plan for a training program. The long term objective will be the sale of a personalized training program for the sales representatives of this company.

The initial contact would be a demonstration of training materials produced for other companies. Case studies documenting increases in profits due to more effective training programs would also be presented.

The humanistic approach would be emphasized in the design of a training program using innovative and creative techniques to personalize the program. Considerations of cost effectiveness and suggestions on utilization strategies for the materials would be outlined in a notebook.

The sale of at least one training program would demonstrate successful accomplishment of the short term goal. Increased sales for the company, and a contract to produce training programs on an ongoing basis would meet the long range objectives.

CONCLUSION

Marketing is a promising approach to more positive promotion of educational technology. The elements and processes of the suggested model should be considered exploratory and subject to revision as a result of experience.

The situations described in the three case studies demonstrate the potential value of the model. Careful systematic identification of a target audience, its needs, its characteristics, the constraints under which it operates, and the setting of specific objectives will result in the selection and development of more effective promotional devices and techniques.

FIGURE 3. Application of the Planning Model to Public School Media Programs

1 Survey Target Market	2 Define Target Audience	3 Identify Audience Constraints	4 Set Specific Objectives	5 Plan Marketing Activities	6 Evaluate Outcomes
1a Boards of Educations not maintaining existing programs, services and personnel **1c** Administrators Superintendents* Ass't Supts. Principals **1d** Going down hill next five years **1e** To maintain existing services and personnel	**2a** Cognitive style **2b** Needs to see cause/effect **2d** Financing *Humanistic* Student Teachers Parents *Instruction* Quality	**3a-f** Law Taxpayer Competition Income Level Age Level Timing Community Pressure Principals	**4a** *Short Term* To maintain media services and personnel in sight of decline enrollment, mandated programs and devaluation of the dollar **4b** *Long Range* To prepare students for the technological advances of the future	Face to Face Hard Data Graphics Charts Linear Print Concise	**6a** *Evaluation* Did you accomplish the objectives? **6b** *Follow-up* Conferences

*Identifies Target Audience

FIGURE 4. Application of the Planning Model to Developing Educational Technology Services in a Hospital

1 Survey Target Market	2 Define Target Audience	3 Identify Audience Constraints	4 Set Specific Objectives	5 Plan Marketing Activities	6 Evaluate Outcomes
1a Departments are neither understanding or accepting of the role of the education department as evidenced by interdepartmental scheduling problems and lack of use **1b** Non-utilization of educational technology by Dept. Heads and instructors **1c** Board of Dirs. Administrators Dept. Heads Nursing Dept. Head*	**2a** Affective Style **2d** *Humanistic* Social Managers **2e** Science Specialists Traditionalists	**3a** Non-acceptance of prior Educational Supervisor Competition between depts. **3c** Fear of centralization Newness of Education Supervisor Nursing Director and Staff Develop. Coordinator	**4a** *Short Term* Cooperative planning between Education and Nursing Increased acceptance and utilization of Educational Technology Services *Long Term* In service workshops on use of Educational Technology hardware and software	**5a** Face to face consultation Outside consultant Displays stressing commercial and in-house materials	**6a** Does staff develop. nurses participate in Ed. Tech. workshops? Do nurses willingly participate in cooperative planning? Does nursing staff use a variety of instructional materials? **6b** Does long term cooperative planning occur in patient programs?

*Identifies Target Audience

FIGURE 5. Application of the Planning Model to Sell Training Programs in Business and Industry

1 Survey Target Market	2 Define Target Audience	3 Identify Audience Constraints	4 Set Specific Objectives	5 Plan Marketing Activities	6 Evaluate Outcomes
1a Lack of training programs for personnel	2a Cognitive Style	3a *Economic* —Inflation —Energy Crisis —Accessibility —Money	4a *Short Term* Provide a plan for a training program	Demonstrate examples of training programs	6a *Evaluation* Did you sell a program?
1b Lack of specific skills and knowledge in designing appropriate training materials	2b *Needs* —Hard Data —Comparison Statistics —Graphic Representation	3c *Psychological* —Attitude toward educators —Lack of confidence in marketer —Changing old style of selling —Trust of selling marketers' ideas	4b *Long Range* Sell a personalized company training program	Compile a notebook —Hard Data —Graphics —Case Studies —Cost Effectiveness	6b *Follow-up* Did the program work so that they will be a repeat customer?
1c Comp.Pres* Marketing Dir. Sales Manager Sales Reps.	2c Concise printed material			Pick appropriate format to present the training package	
1d Sales will increase if personnel are well informed		3d *Demographic* —Sex —Age —Race		Sketch an outline of a personalized program	
1e To sell training programs					

*Identifies Target Audience

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COMMITTEE MEMBERS

Susan Babbitt	Elizabeth Patterson
Barbara Brownell	John See
Steve Davis	Ed Siergiej
Deane Dayton	Gary Sivertsen
Harry Herbert	Carolyn Skidmore
Greg LaHatte	Roger Tipling
Ann Lyness	Madeline Trimby
Ella McCain	Bob West

SUGGESTIONS FOR DEVELOPING STRATEGIES FOR PROMOTING EDUCATIONAL TECHNOLOGY

INTRODUCTION

The purpose of this group was an investigation and identification of the factors contributing to, and strategies and techniques involved in, promoting educational technology. Guidelines and a framework were generated for planning promotional activities, including a compilation of specific succcessful examples used to promote educational technology.

The promotion of educational technology, like all public relation operations, must involve all members of the organization. The "total participation" aspect insures that the promotional activities whatever they are, will be accurate reflections of the institution (department, library, etc.).

An extremely influential member of the promotional team is the administrator. The statement, "...an organization's public reputation derives in substantial part from the public view of its senior official(s)" (Cutlip and Center, 1978, p.42) speaks directly to this point. The emphasis placed on promotion will be determined by this person. His (her) decisions will set the tone for the other team members.

The staff's role becomes vital to the delivery of intended promotional messages which will be elaborated on later in this report. Communication lines between the staff and the director must be open. The information provided to the decision-maker is essential as reflected by what Cutlip and Center (1978, p.45) have said: "Educated, trained, and experienced practitioners, by sensitive reading of public sentiment, act as conduits." The staff acts on the ideas generated and sends the information out as well as providing additional information upward in the organization from public reaction and response. (see Figure 1)

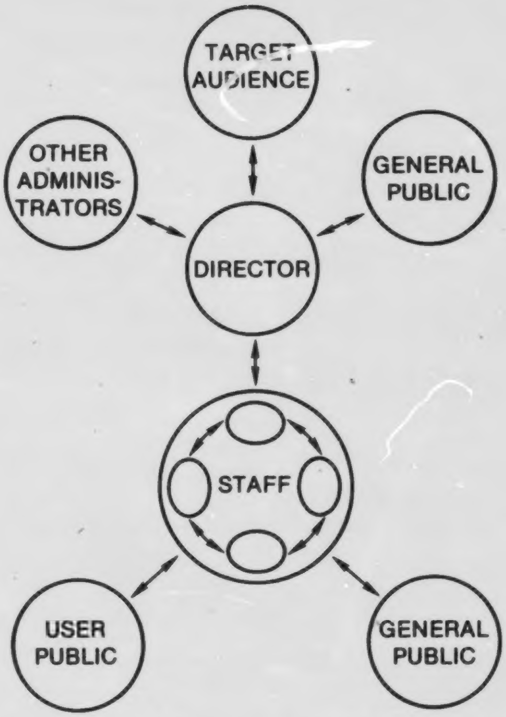

FIGURE 1. Communication Lines for Decision Making in Promotional Activities

WHAT TO PROMOTE

The question of what to promote must be answered by the individal institution, but the specific possibilities seem to fall in two categories; services/skills and successes.

SERVICES/SKILLS

The professionals in the field of educational technology have many services and skills to promote. The instructional developer in a school of nursing should make known his-her ability to design instructional sequences that result in a more successful learning process. The media specialist in an elementary school should tell his-her teachers about the slide making capabilities of the media center.

SUCCESSES

Professionals should promote the successes of their staff, clients, and themselves. The following are examples 1) An excellent slide/tape show produced by a student gives the teacher a good opportunity to promote educational technology. The production can be shown to administrators who are considering the instructional value of educational technology. 2) The recent renovation of a graphic arts lab provides the director an opportunity to obtain press coverage.

THE PROMOTION/INSTRUCTION CONTINUUM

Because the educational technologist works with promotion and instruction, it is appropriate to distinguish between the two. They have similar characteristics with reliability being a common element of both. The basic differences between promotion and instruction will only be in the way the differences are emphasized.

PROMOTION

—deals with benefits of educational technology
—tends to be more persuasive
—may glamorize objectives
—addresses the affective domain more effectively
—emphasizes ideas

INSTRUCTION

—deals with features of educational technology
—tends to be descriptive
—may pragmatize the issues
—addresses the cognitive domain more easily
—emphasizes skills

These distinctions are approached as being on a continuum. It is important to remember that it is the audience's need that will determine whether the approach is promotion or instruction.

GUIDELINES FOR PROMOTION

There are some basic principles which are the key to success in all types of promotion, whether it be in educational technology or any other field. Because audiences consist of people, human nature must be considered. The following is a list of some guidelines to be incorporated into all types of promotional materials:

BE HONEST

Honesty builds credibility. An effective communicator makes every attempt to present facts accurately. The key to believability is in providing a strong information base that is realistic and workable within the user's situation, not in promising a panacea for all problems. Make only claims that can be supported and be willing to acknowledge limitations.

BE ENTHUSIASTIC

If promoters are not enthusiastic about their programs, they cannot expect the audience to be. Enthusiasm is the driving force that gets the audience involved. The promoter must be dynamic.

BE SERVICE-ORIENTED

Sensitivity to the basic needs and values of others is the key to success. People are primarily interested in the benefits they will gain personally from educational technology. Go out of your way to be of service. There is no better advertisement for a program than a satisfied client.

BE SYSTEMATIC

The development of promotional programs should be approached in much the same manner as the development of instructional materials. A good promotional message starts with clearly defined objectives and is aimed at a specific audience. It is developed only after careful consideration of available resources and the other constraints which will affect its implementation. That message should be carefully evaluated and revised when needed.

BE POSITIVE

People are interested in what can be done, not what can not be done. Emphasize strengths. Deal with roadblocks such as budget cuts and administrative constraints in a positive manners. A positive approach is constructive and contagious.

BE PERSISTENT

Reinforcement is a sound psychological principle which is relevant to both instruction and promotion. To be certain that the audience receives and retains the message it is important that it be reinforced in a variety of ways. Promotion is a continuing process.

BE A ROLE-MODEL

Professionals in educational technology should be experts in communications techniques. Their interactions and presentations must reflect that expertise if credibility is maintained. A systematic approach with quality materials and effective presentation skills reinforce the value of the technology being promoted. Poor quality materials and sloppy presentations detract from the message. What is done is as important as what is said.

CHARACTERISTICS OF A GOOD PROMOTER

A task analysis (Sucy,1979) was done to show some minimal criteria and a modest list of directly or indirectly related errors made by promoters. Other presentation modes may exist for more specialized promotional activities; the ones here appear to constitute a core. Large group versus single-person audiences are used for purposes of comparison and contrast.

PROMOTIONAL PRESENTATION MODE:

Personal Presentation

Task: To inform a large audience

Promoter Criteria
- —knows defined goal, audience and subject matter
- —speaks clearly, fluently, and enthusiastically
- —uses appropriate media presentation techniques, and high quality software
- —controls environment
- —reacts sensitively and with alacrity to solicited and unsolicited audience feedback

Common Errors
- —talks too long/little/fast without voice amplification system
- —depends on in-house facilities and equipment
- —accepts inferior-quality software
- —solicits insufficient feedback from audience

Task: To inform a single-person audience

Promoter Criteria
- —(in addition to all of the above for large audience)
- —adjusts to other person's personality
- —personalizes presentations
- —interacts at high degree
- —adjusts presentation techniques to environment

Common Errors
- —(in addition to all for large audience)
- —schedules too little/much time

Self-Paced Print

Task: To inform the audience by print

Promoter criteria
- —writes for level of audience
- —communicates only information essential for future decision-making
- —utilizes effectively
  1. layout, including figure/ground relationships
  2. advanced organizers
  3. cueing techniques
  4. simultaneous vs. sequential presentation
  5. follow-up activities for feedback
  6. graphics which tell the message
- —knows and selects best production distribution techniques

Common Errors
- —uses inappropriately
  1. print and/or graphics density
  2. balance in quantity of print and graphics
  3. color and graphics

INITIATING THE PROMOTIONAL PROCESS

After considering the preliminary elements of a systems approach to problem solving such as the Needs Assessment/Marketing Model for Educational Technology Report, the actual decision-making process for selecting the appropriate promotional strategies should be initiated. The initiation of the decision-making process should include a careful analysis of the special characteristics for each tool/technique that might be included in the entire promotional process.

Prior considerations in the problem-solving process will provide certain guidelines for determining the extent to which the promotional strategy can be developed. These considerations would include aspects such as time, cost, size of target audience, etc.

Once the general guidelines and/or constraints have been established, certain promotional tools/techniques can be eliminated because their special characteristics do not lend themselves to the specific situation. For example, a short-term promotional scheme for a group of school administrators in a single school-district would probably not require an elaborate and expensive form of promotion such as television advertisement but would probably require strategies which involve more personal types of contact.

The promotional strategy decision-making process should include an extensive list of possible tools/techniques which may be analyzed, refined, and reduced based upon the general guidelines and/or constraints identified in the original problem-solving system.

The following list of promotional tools/techniques is not meant to be comprehensive and all inclusive, but to serve as a guide. Promotional possibilities may be limited only by the imagination and creativity of the promotional planner.

PROMOTIONAL TOOLS/TECHNIQUES

Billboards
Bookmarks
Brochures (i.e. pamphlets, folders, handouts, leaflets,etc.)
Bulletin boards
Buttons
Contests
Displays (i.e. in-house and at conferences, workshops, etc.)
Direct mail (i.e. dispersing newsletters, special interest brochures, etc. to a large audience)
Drive-in conferences (i.e. conducting conference)
Films
Filmstrips
Informal networking
- —"coffee-pot technique"—get the coffee breaks located in your area
- —"student involvement"—causes the faculty to get interested
- —"pet technique"—special attention where one person gets benefits and others come for same service
- —"word of mouth"—satisfied patrons tell others of your good deeds

Magazines (i.e. professional journals, bulletins of state organizations, house organs, etc.)
Mottos, slogans, and logos
Multi-image presentations
Newspapers (i.e. purchased ads, news stories, letters to the editor, contacts with AP and/or UPI)
Open houses
Posters
Presentations (i.e. one-to-one interactions, faculty meetings, workshops, conventions)
Radio (i.e. spot announcements, regular programs, talk shows)
Reports (i.e. progress reports, final reports of projects, annual reports)
Slide/tape programs
Speakers bureau

Television (i.e. spot announcements, news notes, public service programs, programming on cable television,etc.)
Video tapes
Visitations (i.e. by invitation or on your own initiation to classrooms, other institutions or organizations, etc.)
Welcome Wagon and Newcomer Services
Window displays

After considering who promotes, what to promote, and how to promote, the promotional planner then selects those tools/techniques that would be most appropriate for his/her particular situation.

In analyzing the effectiveness and efficiency of tools and techniques, the following matrix is a promotional checklist which can be used to analyze and compare the various aspects (characteristics and considerations). When completed, the matrix should yield the most appropriate options for use in your promotional stategy.

INTRODUCTION TO EXAMPLES OF SUCCESSFUL PROMOTIONAL STRATEGIES

The Okoboji delegates who had developed successful promotional strategies were asked to complete a questionnaire. These questionnaires contained many unique ideas as well as many familiar ideas uniquely applied. In some cases, these examples serve to point out what promotional strategies can and should be involved, but may not be for some reason. The information collected has been summarized for each promotional example including the objectives of the promotional activity, the target audience, a strategy description, and the contact person for additional information.

PROMOTIONAL TOOLS / TECHNIQUES

CHARACTERISTICS OR CONSIDERATIONS		Billboards	Bookmarks	Brochures	Bulletin Boards	Bumper Stickers	Buttons	Contests	Displays	Direct Mail	Drive-in Confs.	Films	Filmstrips	Informal Networks	Magazines	Mottos, slogans, logos	Multi-image	Newspapers	Open Houses	Posters	Presentations	Radio	Reports	Slide-tapes	Speakers Bureau	Television	Video tapes	Visitations	Welcome Wagons	Window displays
AUDIENCE	Internal																													
	External																													
AUDIENCE SIZE	Individual																													
	Small Group																													
	Large Group																													
COST	High																													
	Medium																													
	Low																													
GEOGRAPHY	Local																													
	State																													
	Regional																													
CREDIBILITY	High																													
	Low																													
ACCESSIBILITY (AVAILABILITY)	Easy																													
	Difficult																													
LIFE SPAN (OBSOLESCENCE)	Short																													
	Long																													
EXPENDABILITY	Consumable																													
	Re-usable																													
DEVELOPMENT TIME	Short																													
	Medium																													
	Long																													
PRODUCTION CAPABILITIES	Available																													
	Unavailable																													
TRANSPORTABILITY	Easy																													
	Difficult																													
IMPACT (SHOWMANSHIP)	Strong																													
	Weak																													

1. OBJECTIVE To promote enrollment in undergraduate and graduate programs.
AUDIENCE Prospective students.
STRATEGY DESCRIPTION A brochure provides most vital information on the media program offered at the University of Georgia in educational media and librarianship.
INQUIRIES Greg LaHatte
607 Aderhold
University of Georgia
Athens, Georgia 30602

2. OBJECTIVE To provide information on current key issues of the profession.
AUDIENCE Library and media professionals.
STRATEGY DESCRIPTION A free drive-in conference is the vehicle to keep professionals current on issues and concerns of the profession.
INQUIRIES Roger Tipling
2814 West Allen Drive
Springfield, Missouri 65807 417-885-8957

3. OBJECTIVE To provide an orientation program describing the media services, district and school.
AUDIENCE Board of Education.
STRATEGY DESCRIPTION "Media Services District and School." a brochure covering the progress made in a media program for a five-year period, was distributed as part of a program prepared for board consumption. Staff development and addition, identification and development of program direction, improvement of district and building level programs and activities, were areas highlighted to illustrate the program improvements and the substantial difference in the educational opportunities provided as a result.
INQUIRIES Lucy Ainsley
1525 Covington
Birmingham, Michigan 48010 313-644-9300 (ext.213)

4. OBJECTIVE To gain approval of the capital budget.
AUDIENCE Administrative council.
STRATEGY DESCRIPTION A verbal presentation including some visuals was the vehicle used to convince the administrative council to fund the program. Ninety percent of the proposed budget was approved.
INQUIRIES: Jerry Weimer
Care Production
4108 S. Fairhall
Sioux Falls, South Dakota 57106

5. OBJECTIVE To motivate and inform K-12 media professionals on the subject of public relations.
AUDIENCE K-12 media professionals.
STRATEGY DESCRIPTION A conference and a 30-page conference summary are the vehicles used to promote the implementation of a public relations programs by the media professional.
INQUIRIES Dianne McAffee Williams
Wisconsin Department of Instruction
126 Langdon
Madison, Wisconsin 53702 608-266-1965

6. OBJECTIVE To provide an orientation to the resource center and related services at a community college.
AUDIENCE Faculty, administration, visitors.
STRATEGY DESCRIPTION A sound-slide presentation was used to describe the services and established a perspective of the role of the community college resource center. Presentations were followed up with critique sessions resulting in revision of the program for use in the future. This,

and one other program, were videotaped and released to the local cable-television company for periodic showing.

INQUIRIES Richard Peters
P.O. Box 9407
Hampton, Virginia 23670

7. OBJECTIVE To promote the support of quality media programs.

AUDIENCE Public school administrators.

STRATEGY DESCRIPTION The "Administrator of the Year" award is presented at both the media and public school administrators conventions. Nominations are made by educational technology personnel, and the presentation of a plaque is made yearly. News releases are issued statewide to publicize the award. The increased number of nominations each year testifies to the success of this particular effort.

INQUIRIES John See
17870 Italy Path
Lakeville, Minnesota 55044 612-435-5975

8. OBJECTIVE To present the philosophy/concept of a progressive K-12 media program, its components, objectives, and long-range goals.

AUDIENCE Board of Education, citizen groups.

STRATEGY DESCRIPTION A three-screen slide tape program titled "To Touch, To Learn, To Grow" was used to emphasize the importance of media in the process of education and to demonstrate the media specialist's role in this process. Illustrations included film and play production, book talks and student reviews, equipment use, research skills, in-service and consultation with professional staff, and several examples of professional activities. As a result of the presentation, there has been increased staffing and financial support for the center despite a declining enrollment.

INQUIRIES Lucy Ainsley
1525 Covington
Birmingham, Michigan 48010 313-644-9300 (ext. 213)

9. OBJECTIVE To illustrate the creative communications and learning opportunities provided by the school media program.

AUDIENCE Board of Education.

STRATEGY DESCRIPTION A variety of activities was presented with students displaying their "end products" for the district board of education. Posters, photodisplays, sound filmstrips, research reports, slide/tape stories, 8mm film dramas, were all part of the presentation. Comments by individual board members were most positive, and their continued support of the district media program has been demonstrated.

INQUIRIES Lucy Ainsley
1525 Covington
Birmingham, Michigan 48010 313-644-9300 (ext. 213)

10. OBJECTIVES To promote enrollment in a graduate level program in educational technology.

AUDIENCE Students (graduate and undergraduate).

STRATEGY DESCRIPTION The content and benefits of the program are promoted through a printed brochure answering inquiries. The success of the brochure is determined through a post-registration questionnaire.

INQUIRIES R. Z. West
2311 Chetwood Circle, Apt. 303
Timonium, Maryland 21093

11. OBJECTIVE To inform the community of the role and function of media specialists and media programs.

AUDIENCE Citizens of the school district.

STRATEGY DESCRIPTION A comprehensive display of student publications, productions, media services and departments was used to illustrate the variety of opportunities and resources available to students. Considerable citizen interest was demonstrated, and comments were most favorable.

INQUIRIES Lucy Ainsley
1525 Covington
Birmingham, Michigan 48010 313-644-9300 (ext. 213)

12. **OBJECTIVE** To provide an update on current materials and equipment.

AUDIENCE Classroom teachers, principals, curriculum specialists (K-12).

STRATEGY DESCRIPTION A "Materials Fair" is held annually to serve approximately twenty-five school districts in a county region. Sponsored by the area's School Media Association, the event is held in a large motel complex, permitting 50 or more exhibitors to display the most current materials and equipment. Beginning at 1 p.m., the fair continues through 10 p.m. to accommodate teachers and administrators in the area. The success of this 25-year-old institution has been demonstrated by the excellent attendance of the professional staff and the continued interest of the exhibitors to rent space for displays.

INQUIRIES Edward J. Siergiej
Rockville Centre Public Schools
Adm. Offices—Shepherd St.
Rockville Centre, New York 11570 516-536-4000 (ext. 207)

13. **OBJECTIVE** To build an awareness and support for a community college television consortium.

AUDIENCE Presidents, deans, and the state board of community college administration, and television consortium representatives.

STRATEGY DESCRIPTION A two projector-dissolve sound-tape program was utilized in developing the presentation titled "Birth of a Community College Television Consortium in Washington State." Philosophy, goals and plans for the organization of the consortium were the main topics illustrated. Nine separate presentations were made to community college presidents, deans, directors of continuing education, and individual state associations. Immediate and favorable reaction was received following the individual presentation.

INQUIRIES Gary Sivertsen
Fort Steilacom Community College
9401 Farwest Drive SW
Tacoma, Washington 98467 206-965-6548

14. **OBJECTIVES** To acquaint parents with the role of educational technology in implementing the curriculum.

AUDIENCE Junior high parent groups and P.T.A.

STRATEGY DESCRIPTION A sound-slide presentation giving an overall view of a student projectionist's role in the audiovisual program of the school served as a "kick-off" to a total program dealing with educational technology. A series of demonstrations given by classroom teachers, gave parents an opportunity to view the various media and equipment in a classroom setting with an emphasis on the unique contribution that each makes in implementing the curriculum. Those attending the meeting came away with a better understanding and appreciation of the role of film, videotape, opaque and overhead projection, etc., in the instructional process.

INQUIRIES Edward J. Siergiej
Rockville Centre Public Schools
Adm. Offices—Shepherd St.
Rockville Centre, New York 11570 516-536-4000 (ext. 207)

15. OBJECTIVE To provide an opportunity for classroom teachers to become familiar with some of the production tools and applications of educational technology.

AUDIENCE Classroom teachers (K-12)

STRATEGY DESCRIPTION An afternoon-evening "Hands-On-Workshop," sponsored by a regional media association and held in a centrally located high school building offered attendees experiences in videotape productions, slide-making, laminating, dry mounting, 8mm and filmstrip production, resulting in this type workshop becoming an annual event. A buffet was served.

INQUIRIES Edward J. Siergiej
Rockville Centre Public Schools
Adm. Offices—Shepherd St.
Rockville Centre, New York 11570 516-536-4000 (ext.207)

16. OBJECTIVE To promote utilization of the educational media services provided by the state department of education.

AUDIENCE State department staff members and all public school employees.

STRATEGY DESCRIPTION A sound-slide presentation and printed brochure included the following:
*Administration of flow-thru-funds for purchasing materials and equipment.
*Production of materials for staff use.
*Consultation with state staff and district employees on utilizing media involving development, implementation and evaluation of comprehensive media programs.
*Implementation of in-service programs for all aspects of educational technology.
*Provisions for equipment and print and non-print loan.
*Provisions for reference services.

INQUIRIES Carolyn Skidmore / Susannah Dunn
West Virginia Department of Education
Room B346
1900 Washington Street
Charleston, West Virginia 25305 304-348-3925

17. OBJECTIVE To promote instructional technology through cooperative efforts among campuses.

AUDIENCE University system administration and campus administrators.

STRATEGY DESCRIPTION Through a system-wide (27-campus) media council, several beneficial cooperative programs were developed, implemented, and publicized. Programs included:
*Establishing equipment depreciation schedules and promoting separate funding for equipment replacement (special equipment replacement fund established).
*Negotiating a single system-wide copyright-cleared music license for student and professional production purposes (substantial cost savings).
*Establishing a media program evaluation team, made up of media professionals, faculty users, and administrators, to evaluate and report directly to the chancellor of any requesting campus.
*Purchasing cooperatively and "bicycling" equipment maintenance software, special, limited use equipment.
*Sharing media software.
*Sharing expertise and ideas for specialists (graphics, photo, etc.) by bringing specialists to meetings and through conference calls.

INQUIRIES Harry Herbert
University of Wisconsin—Stout
Menomonie, Wisconsin 54751 715-232-1433

18. OBJECTIVE To provide in-service training on policies and practices to use when faced with censorship cases.

AUDIENCE Public school superintendents and school board members.

STRATEGY DESCRIPTION A direct mailing to all superintendents and school board chairpeople served to provide direction on what to do when attempts at censorship are instigated. The letter suggested contacting the district media professionals and their state organization for assistance. A videocassette has been produced and is available for use by the school district.

INQUIRIES John See
17870 Italy Path
Lakeville, Minnesota 55044 612-435-5975

19. OBJECTIVE To promote resource center service.

AUDIENCE Faculty, administrators (college level).

STRATEGY DESCRIPTION Several approaches are used by the center to promote its services. An "IRC Annual Report," a regular issue of IRC Services newsletter, and a number of policy statements are among the print materials used. Film review sessions, workshops on media use and instructional design, and videotapes of each of 100 university departments' career counseling are other approaches deemed successful.

INQUIRIES Ron McBeath
San Jose State University
San Jose, California 95192 208-277-3411

20. OBJECTIVE To obtain support for quality, integrated media programs in schools.

AUDIENCE School media personnel, school administrators, school boards, general public.

STRATEGY DESCRIPTION A source filmstrip (120 frames, 19 minutes) which depicted exemplary media programs in schools throughout Wisconsin was produced. Viewers were invited to visit the media centers shown in the presentation and the responses were most encouraging.

INQUIRIES Harry Herbert
Wisconsin Audiovisual Association
CC102 C
University of Wisconsin—Stout
Menomonie, Wisconsin 54751 712-232-1433

21. OBJECTIVE To promote public awareness of how media is used in the public schools (K-12).

AUDIENCE General public.

STRATEGY DESCRIPTION A fifteen minute radio program developed giving specific examples of the variety of media used at different levels and in various subject matter. Included were the names of teachers responsible for the utilization.

INQUIRIES Steve Davis
Kearney Senior High
Kearney, Nebraska 68847

22. OBJECTIVES To adequately interpret the potential applications of instructional technology, the cost factors, and what the instructional development process involves.

AUDIENCE Board of Regents (college board) and secondary use: administration on individual campuses. Program is designed to aid individual campuses in creating their own examples of effective media utilization.

STRATEGY DESCRIPTION The vehicle used to convey the message consisted of a sound-slide presentation (two projectors with dissolve features) approximately 14 minutes in length. The slide sequence clearly illustrates that a systematically designed instructional program can be cost effective, improve instruction and even allow for more personalized instruction. The presentation resulted in very positive feedback from its primary audience. It would appear that there has been an improved understanding of, and funding support for, educational technology. To date, all reasonable and well documented requests have been funded.

INQUIRIES Harry Herbert
Wisconsin Audiovisual Association
CC102 C
University of Wisconsin—Stout
Menomonie, Wisconsin 54751 712-232-1433

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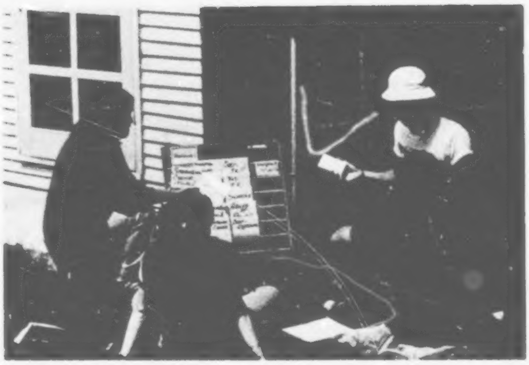

COMMITTEE MEMBERS:

Leone Deskin
Eric Feder
Adele Fujita
Janet Thiher
William Winn

FACTORS INHIBITING THE PROMOTION OF EDUCATIONAL TECHNOLOGY

This report recognizes three areas in which impediments to the promotion of educational technology may occur. These are: the educational technologist lacks skill in or knowledge of public relations; the educational technologist lacks motivation; and the educational technologist faces serious restraints within his environment. In the following, emphasis is given to the last of these three and deals with the first two only in a cursory fashion.

Educational Technologists do not promote educational technology because:

Problem A. They do not have an operational knowledge of public relations skills.

Solution: A planned training program in public relations and promotional skills geared to the specific needs of the educational community.

Problem B. They lack motivation to explore the area of public relations due to: laziness, fear of failure, or fear that it is below their dignity.

Solution: Evidence that a planned public relations campaign can succeed and will not damage the professional standing of educational technology or the educational technologist.

Problem C. They are prevented by environmental blocks. These environmental constraints can be classified into three groups: inhibitors inherent in the discipline itself; client attitudes; and management problems.

INHIBITORS WITHIN THE DISCIPLINE

As with most innovations there are factors inherent within educational technology that make it difficult for people to accept, which in consequence, hinder its promotion. The difference between these and other inhibiting factors discussed is that they are not problems that have to be overcome (lack of funds, teacher opposition) but characteristics of the discipline of educational technology that are obstacles only as long as they are misunderstood. They generally disappear once the nature and function of educational technology has been made clear.

Since these inhibiting factors are an inseparable part of the discipline itself, to understand them one must understand the discipline. Many definitions of educational technology exist. For all their apparent diversity however, a large number can be traced back to the deliberations of the Ely Committee (1972) and to J. K. Galbraith's definition of technology as: "The systematic application of scientific or other organized knowledge to practical tasks." (*The New In-*

dustrial State, 1968). This tripartite definition, diagrammed in Figure 1, shows educational technology as a process, not a product, linking educational theory to educational practice through the systematic procedures developed for us by instructional developers.

Organized Knowledge (Research) → Systematic Application (I.D.) → Practical Tasks (teaching/learning)

FIGURE 1.

Beyond the generally acknowledged inertia of education in the face of any innovation, it is at first difficult to see what could inhibit the promotion of educational technology. However, for the educational technologist trying to sell new ideas, procedures and products, it soon becomes clear that unless handled with care educational technology may contain the seeds of its own destruction. Some of the reasons for this are: 1. the radical nature of changes necessary for the successful implementation of educational technology; 2. the esoteric nature of the discipline; 3. the delay between high initial investment and the payoff in terms of more effective instruction and higher levels of student achievement, and 4. the fragility of the knowledge-base upon which the discipline is founded.

Educational Technology is Radical

The procedures, even the notion, of systematically bringing knowledge to bear on educational problems is alien to many educators. As a result, the implementation of programs of educational technology requires fundamental changes in thinking, roles, organization, and even facilities. Teachers have to adjust to the idea that they are not the only source of information for their students. They become the "managers of institution" (HOBAN, 1960) rather than purveyors of knowledge. They develop courses as part of a team rather than on their own. Such basic changes are required because educational technology cannot simply be added to what exists; it must replace it. (The most successful applications of educational technology have been either where nothing existed before (Britain's Open University) or where the existing educational system was largely replaced (Colombia, Ivory Coast).

Because the whole fabric of education has to be altered with the introduction of educational technology, the familiar impediments to change (inertia, waste, etc.) are magnified many times. To overcome them, the educational technologist has to be both diplomatic and persistent to convince other educators that the technology is worth the effort. This can be achieved however, by bringing to their attention successful programs which are already functioning, and explaining the rationale and methods used to create these programs. More specifically, visits to school systems where successful programs utilizing technology are on display, with the instructional developers on hand to explain how this success was achieved could change many attitudes.

Educational Technology is Esoteric

The systematic application of knowledge to the practical tasks of education requires that the educational technologist be aware not only of the procedures of instructional development, (analyzing and describing these practical tasks) but also of the research which directs these procedures. This means that he/she must be an eclectic, possessing expertise from a variety of fields. This fact sets the educational technologist apart from other educators. He has to be a generalist. Yet the procedures of instructional development, which enable the educational technologist to apply knowledge to practical tasks, are unique and require both specialized knowledge and skills. The possession of this specialized knowledge and skills attaches a certain mystique to educational technologists which tends to set them apart. It is this esoteric nature of the discipline which becomes an inhibitor to the promotion of educational technology.

This particular inhibition works in two ways. There is a resentment on the part of teachers, of those who presume to tell them what to do, and to whom they are expected to surrender some of their authority. There is the risk that the educational technologist may adopt a condescending attitude towards the teacher. This problem can be overcome if the educational technologist bends over backwards to avoid patronizing the "client" making him/her an equal partner in the particular enterprise in question. It can also be obviated to a large extent if the client adopts an attitude of patience and equanimity towards the educational technologist; in other words, is prepared to be convinced. The educational technologist can further this attitude by demonstrating to the teacher that such expertise is necessary for the completion of successful technology-based projects themselves. In other words, educational technologists must sell themselves by demonstrating that they have succeeded elsewhere.

Payoffs Are Delayed

The systematic, research-based approach to the development of instructional systems requires more time to complete than do other processes by which teachers develop curriculum and materials. Moreover, programs that rely heavily upon educational technology usually cost more to develop than more traditionally-based curricula. This is largely because the "systematic" part of the procedure requires that curriculum and materials be tested and revised until certain criteria are met. This additional time is the price that has to be paid for any increase in the certainty that the curriculum and the materials will be successful, and is inherent in the procedures that educational technologists follow. In addition, the procedures and the tools of educational technology are also more expensive than traditional methods. The result is that, for programs that are based upon educational technology, the initial cost (in time and money) is high; but the program may not be ready for implementation as soon as a traditionally-developed program.

The question of cost-effectiveness is one that concerns all educators. The problem therefore that the educational technologist faces, is that of convincing teachers and administrators that educational technology is cost-effective in spite of the fact that returns on the high investment are not immediately evident. This, again, can be overcome by demonstrating successful programs, while at the same time presenting evidence that although they took a long time to develop and were expensive they are cost-effective because they either reach a large number of learners, are useful for a long period of time, or offer learners more suitable ways of learning.

The Knowledge-base is Weak.

One of the major problems confronting educational technologists is the fact that the research, upon which the "organized body of knowledge" is based, is fragmentary and sometimes contradictory. Educational technologists sometimes focus on specific functions and create a narrow inadequate image of the field. There are few sets of principles upon which the user of educational technology can base decisions about the best way of doing things. The source of this problem is the caution (justified within the scientific method) with which researchers treat their findings, and their reluctance to generalize them to the extent that they are generally useful. This leads the educational technologists into the situation of not having convincing evidence for the claims they make on behalf of the effectiveness of educational technology.

This problem can be overcome in part if more research is done. In addition, developers should be prepared to take risks rather than wait until the evidence is overwhelmingly in favor of educational technology. In all fairness, developers frequently use what works, and rely on intuition as much as on research data when making their decisions. However, the problem remains a real one and requires different types of research methodologies and rationales before it can be entirely overcome.

CLIENT ATTITUDES

Client attitudes can present the educational technologist with a variety of roadblocks which inhibit understanding of the value of educational technology and therefore, the ability to use it effectively. As with any new technique, there is an inherent resistance to discard established methods for a new system or product. Through pre-service training, the client gains the skills necessary to instruct in a traditional manner but may lack the expertise necessary to develop and utilize instructional packages and hardware. Through inservice training, the educational technologist can demonstrate the steps involved in instructional design, selection and production of software, as well as overcoming fear of the associated hardware through a hands-on experience. Once they have overcome initial distrust of media, clients become more open-minded in the selection of instructional strategies.

Vested interests also impede the promotion of educational technology. For example, clients will quite naturally resist efforts to dismantle programs and resources in which they have invested time, money and resources. A science teacher might allocate resources to an existing program rather than to design, develop, and implement a new program.

Once the clients have begun to avail themselves of the benefits of educational technology, the educational technologist must follow-up to assure proper utilization. Educational technology loses its effectiveness if misused. When this occurs there is the danger of bad publicity resulting in the clients' loss of faith in the educational technologists' service and materials. Other indirect causes of negative attitudes toward educational technology occur if there is a lack of quality materials and equipment. Unreliable equipment can only lead to user dissatisfaction and a loss of acceptance of media as a viable means of instruction. The same result will occur if materials are of poor technical quality, are inaccurate, or do not meet the client's specific objectives. In addition, problems are caused if the educational technologist is inefficient, possessive, arrogant, or displays other poor attitudes. Updated selection policies, the use of accepted selection tools, previewing materials before purchase and during the developmental process, inclusion of the client in selection procedures, opening the media center, easing loan policies, and a more humanistic, people-oriented approach to service on the part of the educational technologist are factors that will aid in satisfaction of user needs, and the promotion of educational technology.

Previous unsuccessful attempts to promote the use of educational technology may prove to be as large a roadblock as any previously stated constraint. Attempts to promote educational technology as a panacea for all communications problems have frequently done more harm than the field's most vocal detractors. One example of this can be seen in the pressure teachers are feeling from the community and in some cases even from their peers. The high investment in "teaching machines" touted as "heralds of a new age in education" and their subsequent fall from grace left many educators with thousands of dollars of worthless hardware and software. Since "teaching machines" failed to make a lasting impact on the American educational system some feel that educational technology has little, if anything to offer and is at best, a frill. Overselling of educational technology can be avoided by working with the clients on a personal basis, and including them in all phases of planning and production so they understand the limitations of the program.

The role the educational technologists play in the organization and their success depends on the rapport they have with their co-workers. The way in which they are perceived will dictate how they and their services/materials are accepted. If there are problems in this area, efforts to promote educational technology may fall on deaf ears. If this occurs the educational technologists will then need to re-evaluate their relationships with co-workers and take whatever action is necessary to improve these relationships.

MANAGEMENT PROBLEMS

Educational technologists cannot promote educational technology to their clients if management problems exist. In general, these problems can be overcome by a good promotional campaign aimed at the administrative staff.

Lack of Resources.

A problem that can never be solved is the lack of resources. No matter how large the budget, staff, or collection, there is always something more that could be done if there were more money, time, personnel or materials. Public relations is an effective tool to increase holdings in these three areas and to prevent cut backs. It is important that the administration is aware of the effectiveness of the educational technologist's accomplishments as well as needs that could be met with the proper resources. Budget requests must be justified and priorities established in the event the program is not funded entirely.

Time is also an important resource. Doubling time spent at work will not double productivity. Time must be managed and priorities set. Logging the amount of time spent on various activities during the day will show if time is being spent according to priorities. Limit the number of interruptions. A secretary can screen phone calls and often handle many requests or questions. A schedule should be established to specify time for uninterrupted desk work as well a scheduled and impromtu meetings.

Facility problems.

Two types of facility problems may be encountered. One is a lack of space. The other is space that is improperly designed. A school gymnasium, for example, may be large enough for group presentations, but acoustics are usually not suitable.

If there is not enough space, minor modifications may alleviate the problem. A permanent wall may be replaced with a sliding partition to provide space for either large or small group presentations. Chairs in a long, narrow room may be set up in a semi-circle instead of many short rows. (See Figure 2.)

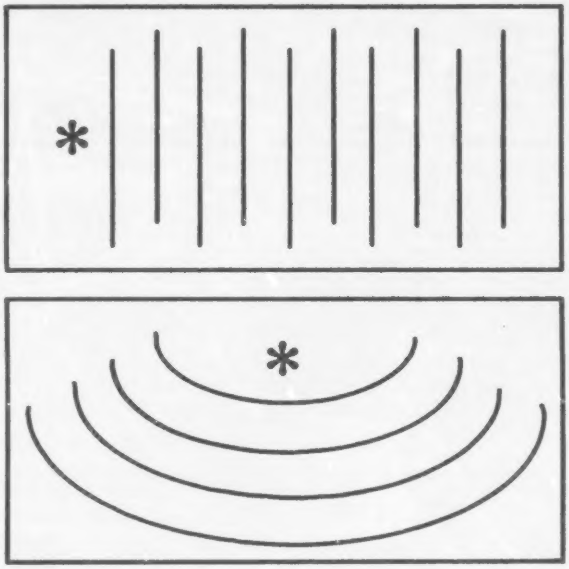

FIGURE 2.

If minor modifications are not sufficient, other facilities may be available. Schools, public libraries, banks, and YMCAs may have community meeting rooms. If these solutions are not satisfactory it may be time to lobby for additional facilities.

There are several satisfactory measures for dealing with design problems in a facility. For example, extension cords and masking tape can correct problems with insufficient or poorly placed outlets. An assistant can operate light switches that are in another room. If there is only one switch to control all the lights in an entire room, the lights in front of a screen can always be removed. If a presentation is to be made at an unfamiliar facility, the educational technologist should arrive ahead of time to anticipate the kinds of problems that may arise. It is important to ensure that all equipment is operational and no component has been forgotten. Awareness of these factors and planning ahead with time to handle problems will increase a presentation's effectiveness.

If the equipment breaks down at the last minute, the educational technologist must be prepared to go ahead without the technology. The worst thing that can happen is to bore the audience by fiddling with equipment or wasting time with several abortive starts. For particularly crucial presentations back-up equipment may be desirable.

Lack of Administrative Support.

A final problem is the lack of support from management. Without their support, there may be problems in many of the areas already mentioned. Management should be the first priority in the promotional campaign. The initial step is to demonstrate high quality programs. A record of work accomplished accompanied by an evaluation plus a list of requests that could have been completed with the proper support will strengthen presentations to management. Helping administrators use media when preparing their presentations can further emphasize the importance and effectiveness of educational technology.

SUMMARY

This paper has identified and discussed many of the factors that hinder the promotion of educational technology. These are summarized below.

Impediments Inherent in the Discipline

1. Educational technology is esoteric.
2. Educational technology requires radical changes in existing structures and procedures.
3. Payoffs are often delayed.
4. The knowledge-base is weak.

Client Attitudes

5. Resistance to change
6. Vested interests
7. Misuse of educational technology
8. Unreliable equipment/poor materials
9. Bad public relations
10. Perceptions of educational technology by co-workers

Management Problems

11. Lack of resources
12. Facilities
13. Lack of management support

There are many ways for the educational technologist to overcome these obstacles. Some have been mentioned in the report. However, on a more general level, these are some guidelines that educational technologists can follow to overcome impediments to the promotion of educational technology. The following list is by no means exhaustive; nor are the items in it ranked in order of importance:

—Use educational technology well yourself, and convince client by effective demonstration.

—Provide evidence from exemplary projects and programs that educational technology is effective for instruction when systematic development procedures are employed.

—Create more evidence and guidelines for decision-making through research.

—Respect the client, explain what you are doing, solicit and utilize his/her advice.

—Always show your best materials, programs, and procedures.

—Learn to apply public relations methods in your own efforts at promotion.

—Get on the team, (e.g. committees, task forces, etc.) where you can advise other educators and administrators on facility design, resource allocation, and budget.

—Learn to manage your own activities with maximum efficiency.

—Don't oversell educational technology.

—Encourage participation in professional organizations.

It is hoped that educational technologists will continue to identify impediments to promoting educational technology. This activity is an unavoidable preliminary to countering the reluctance of educators to adopt educational technology, and to overcoming other difficulties. Educational technology will never succeed until educators are convinced that the effort needed to implement it is worthwhile. It is up to educational technologists to convince them.

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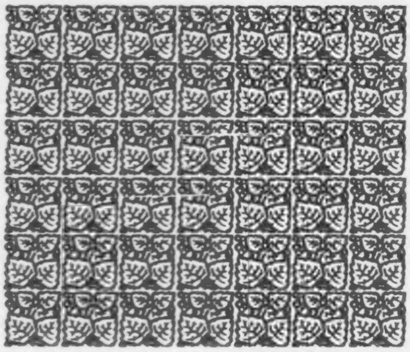

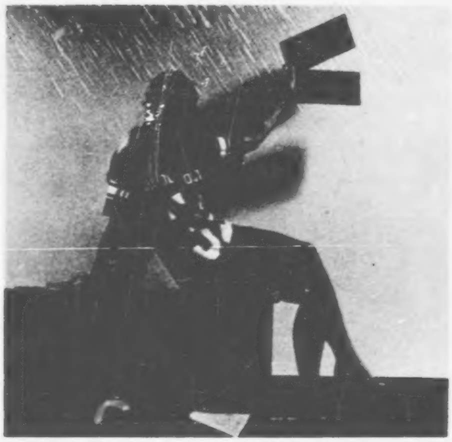

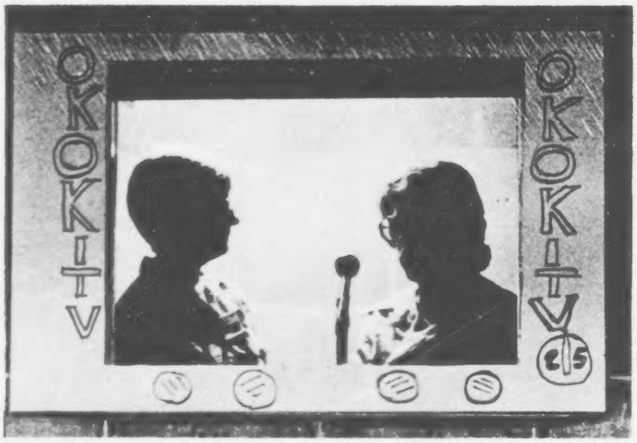

COMMITTEE MEMBERS
Eileen C. Devine
Burton Everist
Patricia Hunter
N.Dale Klitz
Les Marks

PROMOTING EDUCATIONAL TECHNOLOGY THROUGH SUPPORT SYSTEMS AND MANAGEMENT ALLIES

With public sentiment, nothing can fail. Without it, nothing can succeed. —Abraham Lincoln

PREFACE

Volunteer associations of various types flourish at all levels of society and in different kinds of communities. These associations are tackling new and difficult problems. No longer does the word *volunteer* call up the image of Robin Hood, stealing from the rich and distributing to the poor. More often than not, community groups such as business and industry, government, service organizations and special interest groups, are involved in activities that touch, in one way or another, on basic problems of today and the future: energy, discrimination, education, unemployment, and urban renewal, to list a few.

These kinds of activities bring community groups into an arena in which public opinion will determine success of their projects. For this reason, positive support from these allies for educational technology is more important today than ever before. It is also important because mass communication and increasing mobility have changed the nature and expectations of family and community life. The trend toward statewide tax reductions, similar to Proposition 13, mean many more activities competing for available funding. Therefore, we must work harder, and use better techniques, to reach our audience.

INTRODUCTION

Educational technologists cannot avoid public relations. Publics will inform themselves about media programs and will express opinions concerning their effectiveness, regardless of whether the professionals take positive steps to interpret them or not. In other words, educational technology public relations is not a matter of choice. The only choice is whether it will be planned or accidental, organized or slipshod.

Few will doubt the validity of the above statement, although some will continue to underestimate or neglect the need. Few would be undisturbed by evidence of public misunderstanding and unfavorable attitudes, but some will permit communication to escape from their control or leadership. Few would deny the importance of public support; however, some will continue to expect this support without positive efforts to win it.

Whatever the reasons for inattention to planned and organized public relations programs, the basic mistake lies in the failure to understand that no profession in a free society can prosper without public understanding and support. Therefore, only through well planned and implemented public relations or promotional programs, can educational technologists hope to surmount such competition. They must provide programs that not only inform and involve the public, but also INFORM *THEM* ATTRACTIVELY AND INVOLVE *THEM* ACTIVELY.

CRITICISM AND CHANGE

Nearly every citizen in the community is a potential and often practicing critic of all forms of education. This is not surprising, since most of the adult voting population has had direct experience of one form or another in education.

Sophisticated professionals will not only recognize criticism as inevitable, but also will welcome it as a golden opportunity to build constructive relations with those critics, and to devise methods whereby critics can make meaningful contributions. Educational technology needs constructive critics, for such critics believe in the educational functions of society. Their criticism is likely to be threatening only when ignored, incorrectly identified, or poorly handled.

Criticism of and concern for educational technology will be most pronounced during periods of rapid social and economic change. Anyone who doubts society's critical attention to educational technology during periods of change will do well to remember the searching questions and censure toward education during the post-Sputnik era, and now with the energy crunch. Faced with the present rate and magnitude of change, disregard of carefully planned public relations is evidence of ignorance, foolhardiness, or senseless obstinacy.

ORGANIZATIONAL TYPES

Our goal is to identify the types of organizations to be found in most communities. Hopefully we have considered some of the potential contributions and abuses of those we have listed, in terms of the welfare of educational technology.

A highly civilized, democratic society, particularly one made up of people having a broad range of backgrounds, interests and needs, creates a pluralistic culture that stimulates growth of many and varied organized groups. Organizations are a key feature of our society on the national, state and local levels. Citizens in a democratic society have equal rights and almost unlimited freedoms to organize for political, economic, social, civic, religious, fraternal and other purposes, and, through their organizations, to persuade, advertise, propagandize, and lobby in efforts to secure support for their objectives and to counteract objectives of other organizations. Particular organizations may well have considerably more influence in *small* communities than do their counterparts in *large* communities, where competition with the many other organizations acts to limit the influence of a single group.

CLASSIFICATION

Despite the large number and variety of organizations, they can generally be divided into certain major classifications.

Organizations can be classified in terms of their devotion to self-interest or to service, the self-interest organizations being those concerned with profits or the promotion of particular viewpoints, and the service organizations being non-profit and concerned for one or more aspects of a common goal.

There are organizations that try to achieve their goals through legitimate educational means. However, there are also organizations ready to achieve their goals through propaganda or even less legitimate approaches.

While these broad classifications may serve as useful categories within which educational technologists can evaluate supportive management allies, and while such evaluations can help guide educational technologists in their contacts with the organizations (A parent/teacher organization is an example. Educational technologists can enhance relationships with mutual support systems by assisting the educational institutions in introducing new curricula, and programs to such organizations. Therefore, appreciation for quality presentations and obvious concerns about the educational process will be directed by these organizations to the educational technologist.), a more finitive breakdown is necessary in terms of the immediate interests and objectives of the organizations. The types of organizational classifications considered are common to most American communities.

Civic Organizations

Civic organizations have a primary interest in the improvement of community life in general and in terms of specific areas. In addition, they often seek to develop greater citizen knowledge of and participation in the affairs of government. They range from broad interest groups (League of Women Voters) to civil rights groups (NAACP) to garden clubs, whose sole interest is related to community beautification.

The concerns of civic organizations often encompass education. Many of them have standing committees on education that have direct concerns for good schools, or specific concerns for the quality of citizenship education in the schools. Influence is felt not only through their actions but also ultimately through their effect upon opinion formation in the school environment. Besides demonstrating concern for general qualities of educational programs or projects, civic organizations often establish contact with educational institutions by sponsoring essay contests, making various citizenship and scholastic awards, seeking professional cooperation in community improvement and welfare campaigns, and using educational facilities for meetings and programs.

It is important for the educational technologist to seek to establish and maintain working support systems with all organizations interested in the improvement of community life, particularly in the advancement of education. Most particularly, the educational technologist should identify and become acquainted with the organizational leaders in order to investigate areas of mutual conern. After such overtures, the educational technologist may, upon request, supply published information concerning educational technology, provide speeches or programs for their meetings, and make the facility available for all legitimate uses as possible. The educational technologist gives all requests personal and courteous attention.

Service Clubs

Service clubs, such as the Kiwanis, Lions, Rotary, are also civic organizations, but their somewhat unique nature warrants their being grouped separately. They have had a remarkable development in the twentieth century and one or more such clubs are now common in all but the very smallest communities.

The memberships of service clubs are generally representative of the various industrial, business and professional areas of the community. While their overall objective is to work for the improvement of community life, they are likely to select specific projects, often centered on the youth (especially underprivileged), of the community. Educational technologists should understand the more serious objectives of these clubs.

The same kinds of contacts or approaches should be maintained by the educational technologist as were suggested for the other civic clubs. In addition to assisting with specific club projects which are consistent with educational technology, the other side of the coin, and possibly the most important, is the establishment of personal relationships through membership of the professional in these clubs.

Women's organizations

While many service clubs are strictly for men, again all but the smallest communities are likely to have one or more organizations strictly for women. Although interested in social and cultural affairs, they are definitely civic organizations. Like service clubs, their somewhat unique nature, plus their generally intense concern for education, warrants a separate grouping. It would be difficult to find any other community organization, outside the framework of the educational community itself, so deeply concerned for education in general and the welfare of school projects in particular. Often women's organizations, such as the Federation of Women's Clubs, American Association of University Women and the League of Women Voters, work for specific educational goals in a most serious manner. They are generally directed toward specifics, such as developing community understanding of, and support for, the educational professional; advocating adequate school budgets; attracting well-qualified teachers,technologists, generalists, or specialists; and working for well-qualified school board members, supportive of educational legislation designed to benefit educational programs.

The kinds of contacts between the educational professional and women's organizations should be about the same as those previously suggested for civic and service organizations. However, there will be more than usual emphasis given to supplying information concerning educational technology and the educational technologist, in view of the very strong interest of these groups. Again, personal contacts through staff memberships in these organizations are probably the most productive links between the educational community and the organizations. There is no question but that close and cooperative kinds of relationships are in the best interests of the educational technologist.

Political Groups

Organizations representing the major political parties as well as those representing regional and local political interests are typical of the American scene. Undoubtedly, the educational technologist can be a choice base of operations for any political organization interested in reaching tomorrow's voters with its propaganda. The major political parties and their local units generally respect the need for school settings to remain free of partisan politics; thus, they seldom ask special favors of the education community. On the other hand, organizations contending for the support of candidates or viewpoints are not always so discreet.

Educational technologists and non-partisan institutions cannot afford to allow any hint of favoritism in their activities. The school community must remain neutral in their relationships with political organizations. However, educational technologists are encouraged to participate in political activities as public-spirited and concerned citizens. They should restrict their professional relationships to supplying factual information concerning educational settings, making use of materials only insofar as they contribute to instructional objectives concerning political activity, and make buildings available for public meetings.

Knowledge gained by the educational technologist enables him/her to analyze political conditions; promote and protect educational interests; and prevent misuse of buildings, materials and acquisitions for partisan political purposes. After all, education at all levels involves public policy and, it follows, politics.

Patriotic Groups

Organizations such as the American Legion, VFW, and Daughters of the American Revolution, along with other patriotic groups that are less well known nationally, are concerned primarily with the preservation of traditional values of the American way of life and secondarily with instruction in historical backgrounds basic to these values. They see educational settings as the best agency for the implementation of their goals. They have lobbies for legislation prescribing instructional formats in American History, establishing standards for the selection of textbooks, and even requiring loyalty oaths for teachers. They also seek to take part in educational programs observing national holidays, encourage participation in essay contests on patriotic topics, and awarding student prizes for citizenship.

Patriotic organizations are interested in education not only for these reasons, but also because they have strong commitments to public education. Again persons in educational settings should try to establish and maintain constructive contacts with these groups. If requested, they can be placed on mailing lists for publications and meetings, as speakers or for programs which may be furnished. In addition, each request for cooperation from the educational community in the realization of organizational goals shall receive polite, objective consideration in terms of consistency with and contribution to the goals and policies of educational technology.

Economic Organizations

Economic organizations found in most communities include both those that are strictly local in nature and those that are branches of large national organizations. Their particular interests and membership vary greatly, but they share concerns for safeguarding their own economic well-being and the general property.This area encompasses such organizations as the Chambers of Commerce, manufacturers associations, real estate boards, and farm bureaus, as well as advertizing, accounting, banking, merchandizing and transportation groups. Most of these economic organizations have a keen interest in educational technology. Their interest is manifested in a variety of ways, ranging from promotional techniques for the marketing of their products, to the other end of the spectrum, the training of their educational personnel. They vary from sharp attacks on education for the teaching of 'creeping socialism' to strong support for increased educational budgets. They are often expert at public relations and understandably see educational settings as prime targets for their efforts.

The kinds of contacts that educational technologists should seek to establish with these groups are somewhat limited. Certainly information should be supplied upon request, and channels maintained for the ready interchange of ideas. Beyond these contacts, the best relationships are largely informal and personal.

Do not make the mistake of overlooking organized labor, the largest of the nation's economic groupings. It is increasingly influential in public affairs. We tend to ignore labor, while cultivating relationships with management, which makes labor suspicious and distrustful of us.

Professional Associations

Professional associations of doctors, dentists, pharmacists, nurses, engineers, architects, social workers, ministers, and, of course, other communications professionals (i.e.Association of Broadcasters) and educators, are all common to larger communities, while one or more of these groups are almost certain to be found in smaller communities. Because of the educational levels and civic concerns of their members, these associations usually have a serious concern for quality education. They generally cooperate with the field of educational technology related to their area of interest and will lend their support. It would be unrealistic to expect professional groups to devote much time to matters beyond their immediate interest. Nevertheless, informing these groups that you are available to supply information, assistance, production, and other methods of cooperation in matters of mutual concern, will certainly benefit those in educational technology.

Fraternal Organizations

Fraternal organizations such as the Masonic Order, B'nai B'rith, Knights of Columbus and their associated women's groups have religious and ideological interests, along with social and civic motivation. Other groups such as the Elks, Moose, and Eagles are motivated chiefly by fellowship and leisure-time interests, in addition to charitable concerns. The most fruitful contacts are likely to be the informal use of educational personnel in their organizations.

Youth Organizations

Youth organizations include the Scouts, Ys, Police Athletic League, 4H, FFA and many others. Their interests generally stress character development, recreation and instruction related to particular fields such as health, safety, conservation, natural heritage or religion. Since most members of youth organizations are also students in the educational setting, it should not be necessary to seek contacts intended to educate them about school programs. However, there are opportunities for other kinds of worthwhile contacts. School facilities can be made available for activities for youth groups. Good will is likely to be enhanced as educational technologists serve as support advisors to programming, whether inside or outside the educational framework.

Religious Organizations

Religious organizations consist primarily of the community's churches and temples. Their influence, particularly in small communities, is substantial. Church membership generally embraces a large portion of the total population. Their interests and concerns usually bring them into close contact with the schools.

Relationships by the schools with religious organizations certainly include internotification by means of publications and personal contacts with their leaders. There are other ways of maintaining close contact with these leaders including furnishing them with information upon request; supplying speakers, programs, or facilities including materials and equipment; working together for the solutions of community problems; and cooperating with regard to their demands upon time and talents of young people.

OTHER GROUPS AND ORGANIZATIONS

Cultural groups cover a variety of fields such as art, music, theater, literature, architecture and landscaping. Hobby groups cover an even greater variety. Some of the possibilities include gardening, camping, travel, ceramics, woodworking, rock collecting, photography and electronics.

Senior citizens organizations, in sharp contrast with other organizations or groups already mentioned, have been set up in many communities only in recent years. Their development has been stimulated by increasing life spans, earlier retirements, a growing independence and security. Their interests are largely a combination of social, avocational and cultural, and yet they are likely to have civic interests, such as concerns for the developing generation. These groups both benefit from, and are especially appreciative of, aspects of educational technology which they may not previously have used, including large projected images, Talking Books, and oral history tapes.

Social groups, large and small, are found in every community. Sometimes they are formally organized, ranging from exclusive clubs, the country clubs, swim clubs, etc. Other social groups are quite informal and engage in other recreational activities. As in the case of these other organizations, possibilities for contact between the educational technologist and these groups are limited. But, once again, memberships by educational personnel can provide fruitful contacts. School publications, speakers, student group programs and other assistance may be supplied upon request. These groups may also supply good resource experts and even sponsors and advisors to programs or projects. Despite the informality, or perhaps because of it, communication within these groups is often more energetic and effective than it is within more structured organizations.

SUMMARY

No campaign for seeking support from our publics or allies has ever been 100% successful. Evaluation of any program is essential to the effectiveness of what is attempted or planned. It's not uncommon for educational technologists to evaluate the type of program on as the 'product' it expects and not the process employed.

In appraising the results of your program a basis of evaluation is sometimes limited to personal experiences and impressions. Others evaluate the program as numbers of brochures or newsletters printed and sent to the community, and other one-way methods of communicating with the various publics. What is not evaluated is whether or not these processes communicated, and what effects they had on people who received information or assistance.

Consider these four steps to good publicity:

1. *Contacts* — Make lists of your most important, valuable allies. Keep a record of contact's name, title, phone numbers, and mailing address.

2. *Tools* — Effective support can be gained by using the proper tool for the job at hand. Examples might be a handbook, an up-to-date-list of your allies, a well outlined program, a calendar or datebook for meeting deadlines and important happenings. Keep all your tools in one place. Above all, be professional in your publicity projects or programs.

3. *Decide what is good information or news* — You must learn to recognize and use only those things that will promote, market or sell your project through the interest of your allies.

4. *Focus on the right audience* — It has been said that the difference between amateur and professional publicity is that the amateur thinks of the story while the professional thinks of the audience. Decide first what audience you want to reach then develop a news peg for your publicity. Then seek cooperation from your allies.

Develop policy guidelines and a plan of action but *do not* avoid public relations. Faced with the present rate and magnitude of change, which will probably continue to accelerate, any disregard for carefully planned public relations is evidence of ignorance, foolhardiness, or senseless obstinacy.

Sound public relations will lead to the development of beneficial, mutual support systems within each community, ideally resulting finally in nationwide support systems for educational technology. Mutual benefits will accrue to all participants in such a network. Educational technologists should serve as catalysts in organizing specific activities and projects to achieve this objective. Examples of possible approaches include cooperative workshops for obvious needs (such as a public relations workshop between business/industry/ET); special concern blitzes (programs on drug abuse, rape, or minority rights sponsored by civic groups/religious organizations/ET) or a directory of resources (people, places, products) available locally and not previously publicized.

In other words, promotion of educational technology is not a matter of choice. The only choice is whether it will be planned or accidental, organized or slipshod. It's up to you! DU—ET!!

APPENDIX A CONCLUSIONS

To validate the premise that there is indeed a need for public relations programs to be developed by Educational Technologists, a team armed with necessary contacts and the aid of a prepared interviewing format met with several publics. Via VW van they arrived at the Iowa Lakes Community College campus in Estherville at a pre-arranged time. Proceeding to the Library Resource Center, they were welcomed by Roy Wiegert, the Director. The purpose of the interview was further explained and Milt Nolting, Coordinator of Adult Education was invited to join the group. With the aid of an audio cassette recorder, a most interesting and informative thirty minutes whizzed by. The next prospective support system approached was the Lake Bank, where the vice-president Dave Nolte consented to a walk-in interview. The final interview was at the Chamber of Commerce Office with Tom Tourville, Director.

These interviews persuaded the team that there is a need for the Educational Technology profession to "Blow Their Own Horn."

1. The printed word and visual are much used as evidenced by the maps, brochures, flyers, newspaper articles and ads.
2. The Community College is a strong and useful member of the Chamber of Commerce, and the support system is cooperative.
3. There were some pre-determined conclusions or reactions to some suggested formats of Educational Technology that were negative.
4. The atmosphere was basically very open to investigating mutual concerns.
5. The interchange of information was such that the time allotted was too brief.
6. The need for a varied interview was evident.
7. The cooperative utilization of Educational Technology by the community college and Chamber of Commerce was outstanding and worth emulation.

Through the use of a questionaire, forty-five conference participants were surveyed. The purpose of the questionnaire was to discover if the allied organizations were able to utilize the Educational Technology available in their locale.

A 59% response clearly indicated that if Educational Technology is provided outside the educational environment, it is on a case-by-case basis and not a planned program.

APPENDIX B Survey

PUBLIC RELATIONS WITH ALLIED (Civic, Service, Political, etc.) ORGANIZATIONS

1. Do you assist allied organizations by providing professional assistance to their visual or audio program?
Yes____No____

2. Do you provide a budget line item for your departmental PR to allied organizations? Yes____No____

3. Have you assisted with the problems of these organizations?

PROFIT	Audio Yes____No____		NON-PROFIT	Audio Yes____No____
	Video Yes____No____			Video Yes____No____
	Film Yes____No____			Film Yes____No____
	Equipment Yes____No____			Equipment Yes____No____
	Consultation Yes____No____			Consultation Yes____No____
	Other ____________________			Other ____________________

4. Do you assist in large community events? Yes____No____How?

5. How do you announce media events?
Cablevision____
Radio____
  Campus____
  Commercial____
Newspaper____
Posters____
Other ______________________________

6. When you assist community events, do you request a notation or credit line for your organization? Yes____No____

7. How do you loan equipment to allied groups?
Not at all____
Free____
Charge__________

8. Have allied organizations helped you in your media programs? Yes____No____
If yes, please identify.

9. Do you think it is necessary for allied units to assist your media program? Yes____No____
If yes, please explain.

10. Do you provide facilities to promote special groups, such as a photographic club? Yes____No____
If yes, please identify.

11. Is your media staff available as part of a speakers bureau? Yes____No____

12. Does your staff participate in institution-wide promotional activities? Yes____No____
If yes, please identify.

APPENDIX C Results

PUBLIC RELATIONS WITH ALLIED (Civic, Service, Political, etc.) ORGANIZATIONS

1. Do you assist allied organizations by providing professional assistance to their visual or audio program? Yes (23) No (4)
2. Do you provide a budget line item for your departmental PR to allied organizations? Yes (3) No (22)
3. Have you assisted with the problems of these organizations?

PROFIT	Audio Yes (6) No	NON-PROFIT	Audio Yes (19) No (3)
	Video Yes (5) No (1)		Video Yes (16) No (6)
	Film Yes (1) No (4)		Film Yes (19) No (8)
	Equipment Yes (6) No		Equipment Yes (22) No (1)
	Consultation Yes (7) No		Consultation Yes (23) No (1)
	Other ______		Other ______

4. Do you assist in large community events? Yes (17) No (10) How?
5. How do you announce media events?
   - Cablevision (3)
   - Radio (4)
     - Campus (7)
     - Commercial (8)
   - Newspaper (19)
   - Posters (18)
   - Other (2)
6. When you assist community events, do you request a notation or credit line for your organization? Yes (9) No (12)
7. How do you loan equipment to allied groups?
   - Not at all (4)
   - Free (17)
   - Charge (4) Case by case (3)
8. Have allied organizations helped you in your media programs? Yes (10) No (13)
   If yes, please identify.
9. Do you think it is necessary for allied units to assist your media program? Yes (12) No (9)
   If yes, please explain.
10. Do you provide facilities to promote special groups, such as a photographic club? Yes (12) No (8)
    If yes, please identify.
11. Is your media staff available as part of a speakers bureau? Yes (18) No (10)
12. Does your staff participate in institution-wide promotional activities? Yes (24) No (2)
    If yes, please identify.

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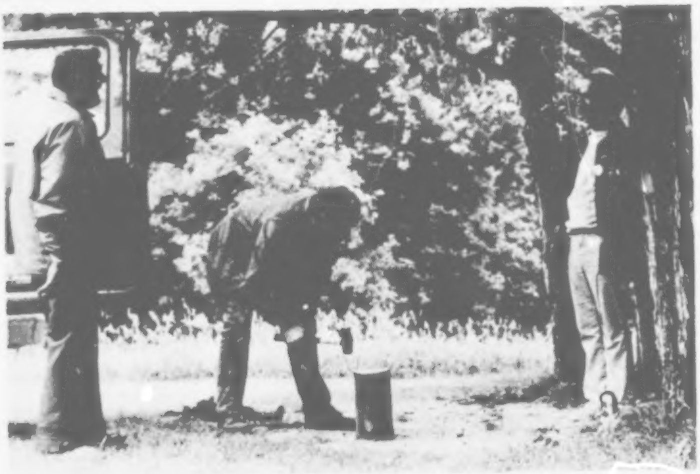

COMMITTEE MEMBERS
Shirley Aaron
Lou Aulds
Susan Bannon
Barry Bratton
Donna Danowski
Jane Love
Ron McBeath
Mary Kennedy
Jim Picquet
Sharon Simmons
Jim Sucy

PROMOTING EDUCATIONAL TECHNOLOGY THROUGH LEADERSHIP TRAINING

Problem Statement:

Educational Technologist's promotional activities have generally been ineffective due to lack of formal leadership.

Rationale:

The educational technologist has many skills which could be used in promoting the field. These skills can be directed and enhanced through leadership training, which will develop specific knowledge and skills required in the development and implementation of promotional activities. Leadership training for the promotion of educational technology can be accomplished through the development of a curriculum. Such content should be included in training programs at both the pre-service and in-service levels.

The fact that the theme of this week-long seminar is "Promoting Educational Technology" indicates that those in the field feel the need for greater emphasis on promotional activities. They feel that experts in the field talk mostly to each other and are not committed to selling the field to colleagues in other areas of education. Much promotion is accidental in nature; it is accomplished through the provision of services. Little attention is directed to promotion as an activity of intrinsic worth.

Why is this promotional aspect of the field frequently ignored? Many claim to be too busy with other tasks; they do not consider promotion a priority. Many lack training in communications, leadership, or marketing techniques. Many hold a narrow view of the field. They fail to see educational technology as an integral part of the education process.

Educational technologists must look forward to the fast-approaching twenty-first century and consider the implications for growth and development inherent in "the information explosion (with implications for educational content and processes), the education system and its relation to broad social change,"[1] as well as the proliferation of technologies which make change continual and imperative.

In the examination of the promotional aspect of the field a number of alternatives can be explored. One such alternative is training. Through leadership training for promotional purposes educational technology may one day be considered an established area of education; one which is vital to the teaching/learning process.

Scope

Within the framework of this seminar, the group cannot hope to generate all the answers to the problem of promoting the field through leadership training. In-depth examination of curriculum content, training activities, and strategies cannot be attained. Rather, it is the task of this group to examine the needs, established goals and objectives through a competency-based approach, and develop a curriculum outline. Pre-service and in-service are not delineated; it is assumed that the outline can be readily adapted for use in both areas.

Directions

In formulating the curriculum outline, the group has emphasized general leadership skills which are applicable in many areas. These have been applied to the training program both because of their importance to successful promotional activities and because they are frequently ignored in traditional training programs.

The content has been categorized as follows:

1. Planning Promotional Activities
2. Problem Solving and Decision Making
3. Organization of Promotional Programs
4. Directing Promotional Programs
5. Evaluation of Promotional Programs

Definitions

For the purposes of this paper the group has defined the following terms:

1. Pre-Service Education: The initial professional preparation of educational technologists prior to employment in the field.
2. In-Service Education: Ongoing training programs offered to educational technologists employed in the field.

BEHAVIORAL GOALS PROMOTING EDUCATIONAL TECHNOLOGY

I. As a result of the training unit on planning, the educational technologist will demonstrate competencies in the planning of promotional activities by:

A. Identifying the specific steps in planning promotional activities.

B. Identifying target audiences to whom they intend to direct promotional activities.

C. Defining the needs of target audiences.

D. Establishing goals and objectives for promotional activities.

E. Gathering relevant information to assist in planning promotional activities.

F. Organizing information into logical categories for promotional activities.

G. Analyzing relevant information related to promotional activities.

H. Differentiating between short and long range goals and objectives.

I. Establishing time lines for short and long range goals and objectives.

J. Developing policies based upon the goals and objectives of the promotional program.

II. As a result of the training unit on decision making and problem solving, the educational technologist will demonstrate competencies in decision making and problem solving of promotional activities by:

A. Implementing each of the steps in the brainstorming process effectively with a sample group.

B. Demonstrating the use of problem identification skills using an indicator checklist, citing related examples, focusing on causes and writing a clear problem statement.

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[1] Chadwick, C. B. Why Educational Technology is Failing (and What Should Be Done to Create Success). In *Educational Technology*, January, 1979, p. 8.

C. Examining the problem indicators and grouping the problem types as environmental, humanistic, technical, or conceptual.
D. Demonstrating the ability to identify relevant resources for several different promotional topics and selecting data of both a supporting and constraining nature pertinent to the individual topics.
E. Identifying constraints by types (environmental, humanistic, technical, conceptual) and levels (simple, compound, or complex).
F. Identifying alternative procedures on a continuum of risk in relation to the likelihood of success and the value of the procedure.
G. Predicting short and long term outcomes in relation to the four types (environmental, humanistic, technical, and conceptual).

III. As a result of the training unit on organizing, the educational technologist will demonstrate competencies in organizing promotional activities by:

A. Identifying the procedures used in developing a sample promotional activity.
B. Identifying the human (consultants, etc.) and material (book, slides, VTR, etc.) resources which can be used in organizing for a sample promotional activitiy.
C. Listing priorities used in organizing a sample promotional activity.
D. Identifying and establishing the relevant lines of authority.
E. Defining job descriptions and assigning appropriate tasks to individuals for organizing a promotional activity.
F. Developing and presenting activities to be used for promoting educational technology (e.g. news clips, television spots, workshops, brochures, etc.)

IV. As a result of this training unit on directing, the educational technologist will demonstrate competencies in directing promotional activities by:

A. Selecting and using various communication techniques effectively.
B. Selecting the appropriate managerial style to demonstrate ability to direct promotional activities.
C. Assigning promotional activities to appropriate staff members.
D. Making effective use of the available resources.
E. Determining the required training in promotional skills for support staff.

V. As a result of the training unit on evaluation, the educational technologist will demonstrate competencies in evaluating promotional activities by:

A. Listing in sequence the steps in implementing an evaluation process.
B. Selecting suitable methods of evaluation by matching a series of promotional programs and evaluation techniques.
C. Developing suitable methods to evaluate a given problem.
D. Implementing an evaluation procedure for a given problem.
E. Analyzing data of a given problem.
F. Drawing appropriate conclusions from the evaluation process.
G. Utilizing results of data analysis.
H. Relating information from evaluation procedures to program objectives.
I. Replanning programs as a result of evaluation procedures.

PROMOTING EDUCATIONAL TECHNOLOGY: A CURRICULUM OUTLINE

The following curriculum outline is suggested for training educational technologists in the skills and knowledge of promoting educational technology. This outline is organized as subject content at a general level and can be used in its entirety as part of a pre-service curriculum or as individual units for in-service training and workshop activities. An example of the next level of specificity, the instructor's teaching guide, has been prepared for the unit "Decision Making/Problem Solving" and follows the entire general curriculum outline.

I. The Planning of Promotional Activities
  A. Introduction
    1. Definition of organizational planning
    2. Identification of steps in the planning process
    3. Models of planning
    4. Problem areas in planning
    5. Characteristics of a good planner
      a. Change agent
      b. Flexibility
      c. Visionary
      d. Other
    6. Selection of appropriate planning procedures
  B. Information activities
    1. Research techniques
      a. Gathering information
        (i) Sources of information
        (ii) Identifying relevant information
        (iii) Evaluating information quality
      b. Organizing information
        (i) Classifying
        (ii) Outlining

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- c. Analyzing information
- d. Applying information to solve identified problems

C. Audience
- 1. Identification and entry level
- 2. Needs analysis
- 3. Audience characteristics
- 4. Matching messages to audience

D. Mission
- 1. Relating promotional activities to general activities in the field
- 2. Definition of promotional role
- 3. Elements of promotion
  - a. Who receives the message?
  - b. What is the message?
  - c. How can the message be effectively transmitted
  - d. Other

E. Goals and objectives
- 1. Defining goals
- 2. Generating goals
- 3. Defining objectives
- 4. Generating objectives
- 5. Relating goals and objectives to audience needs and professional mission
- 6. Relating goals and objectives to promoting the program
- 7. Evaluating goals and objectives

F. Levels of planning
- 1. Short range
- 2. Long range and intermediate
- 3. Developing schedules

G. Policies
- 1. Definition of policy statement
- 2. Differentiation of policies, goals, procedures, etc.
- 3. Formulation of policy(ies)
- 4. Modification of existing policy(ies)
- 5. Evaluation of policy(ies)

II. Problem solving and decision making in promoting educational technology.

A. The brainstorming technique
- 1. Definition of critical thinking in general
  - a. Problem analysis
  - b. Problem solving
  - c. Scheduling action
  - d. Evaluating results
- 2. Identification of the relationship between brainstorming and critical thinking
- 3. Ground rules
- 4. Materials needed
- 5. Typical applications
- 6. Examples of simulated brainstorming activities
- 7. Benefits

B. Problem identification
- 1. Definition of terms
  - a. Symptom
  - b. Cause
  - c. Problem
- 2. Identification of strategies
  - a. Indicator checklist
  - b. Related examples
  - c. Focus on causes
- 3. Problem statement
  - a. Model
  - b. Characteristics

C. Problem type differentiation
- 1. Defining problem types
  - a. Environmental
  - b. Humanistic
  - c. Technical
  - d. Conceptual
- 2. Conducting problem-type analysis
  - a. Cite specific examples of the problem
  - b. Categorize indicators into problem types

D. Gathering data
- 1. Definition of terms
  - a. Supportive data
  - b. Non-supportive data
  - c. Source
- 2. Location of possible resources
- 3. Guidelines in selecting resources

E. Identifying constraints
- 1. Defining constraints
- 2. Identifying examples of constraints
- 3. Grouping constraints into types
- 4. Grouping constraints into levels
  - a. Simple
  - b. Compound
  - c. Complex

F. Identifying alternatives
- 1. Definition of terms
  - a. Alternative
  - b. Scale
  - c. Risk
  - d. Success
  - e. Value
- 2. Strategies of identifying alternatives
- 3. Utilization of a five-step scale

G. Possible outcomes
  1. Predicting outcomes against criteria
  2. Predicting outcomes from guidelines
    a. Environmental
    b. Humanistic
    c. Technical
    d. Conceptual

III. The Organization of Promotional Programs
  A. Review of planning and decision making processes
    1. Identifying audience(s)
    2. Defining needs
    3. Determining goals and objectives
    4. Gathering and organizing information
    5. Analyzing information
    6. Establishing timelines
    7. Formulating plans

  B. Identification of resources
    1. Human
      a. Consultants
      b. Media center staff
      c. Institutional staff
      d. Teachers
      e. Community
      f. Other
    2. Material
      a. Print
      b. Software
      c. Hardware

  C. Evaluation of resources
    1. Availability
    2. Strengths and weaknesses
    3. Appropriateness

  D. Application of resources to program
    1. Constructing a plan
    2. Matching needs to capabilities
    3. Collecting material resources
    4. Assigning personnel responsibilities
    5. Scheduling
    6. Budgeting

  E. Proposal for a promotional activity

IV. The Directing of Promotional Programs
  A. Introduction to communication
    1. History of communication
    2. Needs for communication in promotional activities
    3. Types of communication
      a. Written
      b. Verbal
      c. Non-verbal
      d. Visual
      e. Auditory
      f. Subliminal
    4. Methods of communication needed for promotional activities
      a. Informational
      b. Instructional
      c. Motivational
    5. Flow of communication
      a. Upward
      b. Downward
      c. Lateral

  B. Managerial styles
    1. Types of managerial styles
      a. Humanistic
      b. Autocratic
      c. Bureaucratic
      d. "Country club"
      e. Situational-shifting
      f. Other
    2. Different managerial styles needed for promotional activities
    3. Selection and utilization of varied managerial styles in different situations

  C. Assignment of promotional activities to appropriate staff member(s):
    1. "Blueprint" for staff promotional activities
    2. Instrument for determining leaders in promotional skill areas
    3. Interest survey/inventory to reveal employee promotional skills outside the current job assignment

  D. Effective use of available resources
    1. Identification of an effective resource for promotional activities
    2. Location of an effective resource for promotional activities
    3. Utilization of resource for promotional activities
    4. Evaluation of use of resource for promotion

  E. Application of techniques
    1. Techniques for conducting workshops, inservice, etc. in areas such as basic attitudes, image projection, and communication skills.
    2. Techniques for creating high quality services/products in a limited time frame
    3. Techniques for constructing a prototype for the training requirement for a given situation.

V. The evaluation of Promotional Programs

- A. The evaluation process
  - 1. Selecting methods of evaluation
  - 2. Developing evaluation tools
  - 3. Conducting evaluation
  - 4. Analyzing data
  - 5. Drawing conclusions and making recommendations
- B. Methods of evaluation
  - 1. Selection of methods
    - a. Observation
    - b. Examination of products
    - c. Interviews
    - d. Surveys
    - e. Other
  - 2. Developing customized evaluation tools
    - a. Surveys
    - b. Interview guides
    - c. Field study plans
    - d. Other
- C. Conducting evaluation
  - 1. Pre-survey activities
  - 2. Implementation
  - 3. Data collection
- D. Post-evaluation
  - 1. Analysis of data
    - a. Statistical
    - b. Subjective
  - 2. Conclusions from data
    - a. Validation of program objectives
    - b. Identification of deficient areas
    - c. Recommendations for change

TRAINING STRATEGIES FOR PROBLEM SOLVING AND DECISION MAKING

The following training strategies are derived from Unit II of the preceding curriculum guide. They cover the subject area of problem solving and decision making skills as related to promoting educational technology. They are offered as a sample lesson outline from the instructor's viewpoint and it is recommended that all of the curriculum outlines be converted to this format or some variation of it.

Information in the horizontal blocks (subject content, learning activities, and resources) is generally rather than specifically related in time.

BRAINSTORMING

As a result of the decision-making and problem-solving unit, the educational technologist will develop competencies in brainstorming skills by implementing each of the steps in the process effectively with a sample group.

SUBJECT CONTENT	LEARNING ACTIVITIES	RESOURCES
A. BRAINSTORMING 1. Definition of critical thinking in general a. problem analysis b. problem solving c. scheduling action d. evaluating results 2. Identification of the relationship between brainstorming and critical thinking 3. Ground rules 4. Materials needed 5. Typical applications 6. Examples of simulated brainstorming activities 7. Benefits	1. Discuss the relevance of problem-solving and decision-making. 2. Set a positive atmosphere for brainstorming by selecting a common and relevant topic. 3. Explain the ground rules. 4. Conduct brainstorming session. 5. Review and discuss benefits. 6. Supervise a performance test by allowing the student to conduct a brainstorming session according to specific criteria and client appraisal.	3 x 5 cards Felt pens Planning board

PROBLEM IDENTIFICATION

As a result of the decision-making and problem-solving unit, the educational technologist will demonstrate competencies in problem identification skills by demonstrating the use of the problem indicator checklist, and citing related examples, focusing on causes and writing a clear problem statement.

SUBJECT CONTENT	LEARNING ACTIVITIES	RESOURCES NEEDED
B. PROBLEM IDENTIFICATION 1. Definition of terms a. symptoms b. cause c. problem 2. Identification of strategies a. indicator checklist b. related examples c. focus on causes 3. Problem statement a. model b. characteristics	1. Introductory statement on relevance of identifying the relationship of symptoms to problems. 2. Organize participants into six to eight member groups. 3. Have each group state a common and relevant problem. 4. Distribute and explain indicator checklist and workshop. 5. Each group uses the indicator checklist. 6. Each group lists specific examples of the problem indicators cited. 7. Each group states the probable causes of the problem. 8. Each group writes a clear problem statement for the large group discussion and appraisal.	Indicator checklist and worksheet (see figures on page 41)

PROBLEM TYPE DIFFERENTIATION

As a result of the decision-making and problem-solving unit, the educational technologist will develop competencies in problem type differentiation skills by examining the problem indicators and grouping the problem type of environmental, humanistic, technical, or conceptual.

SUBJECT CONTENT	LEARNING ACTIVITIES	RESOURCES NEEDED
C. PROBLEM TYPE DIFFERENTIATION 1. Defining problem types a. environmental b. humanistic c. technical d. conceptual 2. Conducting problem-type analysis a. cite specific examples b. categorize indicators into problem types	1. Introductory discussion on the relevance of indicators to assist in identifying problem types. 2. Participants as a group read a case study on educational technology public relations problem and use an indicator checklist to identify and group the indicators as environmental, humanistic, technical, and conceptual. 3. Review and discuss findings. 4. Supervise a performance test in which the participant individually completes a problem type differentiation exercise using the procedure outlined in Step 2.	Case study Indicator checklist (see figures on page 41)

GATHERING DATA

As a result of the decision-making and problem-solving unit, the educational technologist will demonstrate competency in gathering data by demonstrating ability to identify relevant resources for different promotional topics. Select data of both supporting and constraining nature pertinent to the individual topics.

SUBJECT CONTENT	LEARNING ACTIVITIES	RESOURCES NEEDED
D. GATHERING DATA 1. Definition of terms a. Supportive data b. Non-supportive data c. Data source 2. Location of possible sources 3. Guidelines in selecting sources	1. Introductory statement on importance of gathering data from relevant sources of both supportive and constraining nature. 2. Organize participants into groups of two to four members. 3. Present each group with a promotional topic for study. 4. Brainstorm with whole group to identify possible resources for selected problem. 5. Have each group locate, select, and list supporting and constraining data. 6. Review and discuss findings in large group. 7. Performance test: Have participants complete step 5 as individuals.	1. Promotional topic handout for each group 2. Brainstorming materials 3. Sample resource materials (Annual reports, budget statements, news items, administrative policies, survey information)

IDENTIFYING CONSTRAINTS

As a result of the decision-making and problem-solving unit, the educational technologist will develop competences identifying constraints by types (environmental, humanistic, technical) and levels (simple, compound or complex).

SUBJECT CONTENT	LEARNING ACTIVITIES	RESOURCES
E. IDENTIFYING CONSTRAINTS 1. Definition of constraints 2. Identify examples of constraints 3. Group constraints into types 4. Group constraints into levels a. simple b. compound c. complex	1. Introductory discussion on relevance of identifying constraints as individuals. 2. Participants will re-examine the list of constraining resources identified and modify if necessary. 3. Participants will group the constraints as environmental, humanistic, technical, and/or conceptual. 4. Participants will label the constraints under one heading as simple, two headings as compound, and more than two as complex. 5. Collect participant's constraints and evaluate. 6. Conduct a performance test in which the participant will execute steps three and four using a sample data list.	Students will bring the list from the prior data gathering exercise (Part D)

IDENTIFYING ALTERNATIVES

As a result of the decision-making and problem-solving unit, the educational technologist will develop competencies in identifying alternative procedures on a continuum of a risk in relation to the likelihood of success and the value of the procedure.

SUBJECT CONTENT	LEARNING ACTIVITIES	RESOURCES
F. IDENTIFYING ALTERNATIVES 1. Definition of terms a. alternative b. scale c. risk d. success e. value 2. Strategies to identify alternatives 3. Utilization of a five-step scale	1. Introductory discussion on the relevance of alternative procedures based upon risk, success, and value criteria. 2. Have participants identify alternative procedures. 3. Guide participants in re-examining the alternatives in terms of a five step scale with relation to: a. Risk (1 = very high—5 = very low) b. Success probability (1 = very high—5 = very low) 4. Conduct discussion on findings. 5. Conduct review in which the participants consider the value of each alternative for its situational conditions. 6. Give a performance test in which the participant is involved in a simulation activity using a problem statement and data base.	Risk scale Success probability scale

PREDICTING POSSIBLE OUTCOMES

As a result of the decision-making and problem-solving unit, the educational technologist will demonstrate competency in predicting possible outcomes of a short term and long term nature in regard to the problem types (environmental, humanistic, technical, conceptual).

SUBJECT CONTENT	LEARNING ACTIVITIES	RESOURCES NEEDED
G. PREDICTING POSSIBLE OUTCOMES 1. Predicting outcomes against criteria 2. Predicting outcomes from guidelines on: a. environmental b. humanistic c. technical and d. conceptual types of problems	1. Introductory discussion on the relevance of predicting outcomes against the guidelines criteria as the final step in the process. 2. Small groups use the environmental, humanistic, technical and conceptual guidelines to predict the short and long term outcomes and benefits. 3. Organize participants into groups of five to six members for individual presentations and group critique. 4. Performance Test: Participants obtain external reviews of the promotional topic from two or more media professionals in relevant situations.	Environmental Humanistic Technical and Conceptual guidelines criteria kit

SUMMARY AND CONCLUSIONS

By systematic analysis the leadership and training group defined the problem of why educational technologists do not effectively promote educational technology. Of the three causes of the problem — lack of skills and knowledge, lack of motivation, and environmental blocks — this group chose only to investigate skill knowledge deficiencies as one which is best suited to training solutions. Other groups were encouraged to investigate the other areas.

From this analysis the group concluded that there were in fact, skill knowledge deficiencies. (Most educational technologists do not know how to promote their programs.) Consequently, they performed a task analysis in the promotional area, wrote objectives based on these tasks and then developed a curricular outline. Unit II of the curriculum outline was expanded into an instructor's outline.

RECOMMENDATIONS

The Training and Leadership Committee present the following recommendations for the approval and support of this Okoboji Conference:

1. That a detailed curriculum guide for promoting educational technology through training and leadership (including strategies, activities, recommended content, etc.) be developed.
2. That programs in educational technology implement these curriculum guidelines through courses for promoting educational technology.
3. That leadership training skills be included in all educational technology programs.
4. That the Okoboji Leadership Conference be extended to three weeks so we can get the task(s) completed.

APPENDIX

BRAINSTORMING GROUND RULES

1. Write down each idea on a 3 × 5 card.
2. Use a minimum of words.
3. Place all cards on story board.
4. Eliminate duplicates.
5. Group related ideas.
6. Arrange cards in cogent order.
7. Illustrate each idea.

COMMITTEE MEMBERS
Lucy Ainsley
Tish Cavaleri
Peg Childs
Ruth Fitzgerald
Howard Hitchens
Janice Sheftel

PROMOTING EDUCATIONAL TECHNOLOGY THROUGH POLITICAL ACTION

INTRODUCTION

In 1966 media specialists studied the "Impact of Federal Legislation on Educational Media."[1] Problems and recommendations regarding federal control, teacher preparation, resource utilization and inhibition of research had developed from a massive infusion of funds via NDEA, ESEA, and the Higher Education Act. The field and the funding outlook have changed dramatically in thirteen years.

The field has evolved from an emphasis on learning *resources* to a *process* approach; from "Educational Media" to "Educational Technology."[2] The resources used within this process have become more sophisticated and expensive: conversely, financial support has dwindled at the local, state, and federal levels.

Across the nation several issues that affect educational technologists in program development are apparent. Public concern about student performance in reading, mathematics, and communication skills has changed the educational climate. Parents are insisting that schools pay more attention to these basic skills and less attention to the so-called frills (elective courses, the fine arts, non-print media). These attitudes combined with inflation have been reasons for the tax revolt.

At the same time, declining enrollments in schools are responsible for decreasing school revenues and massive professional lay-offs. Legislatures and boards of education are reacting to the current situation with mandates and budget cuts. This environment of financial stringency often leads to conservatism. Programs which require large capital expenditures or promote nontraditional modes of learning may suffer in the cutbacks. It is the political role of the educational technologist to demonstrate that innovative approaches to meet the diversity of learner needs are, indeed, cost effective and successful. Recognition of the financial and political climate of the country will allow the educational technologist to take political action rather than react to situations.

Legislative and regulatory decisions, including those of voluntary and professional organizations, are effecting Educational Technology's basic purposes and financial support. It is imperative that the Field and individual professionals identify and implement specific strategies which will promote the continued growth of educational technology (E.T.).

EFFECTS OF POLITICAL DECISIONS ON E.T.

Federal and State Legislative Decisions

There are many forces generated through federal and state legislative and regulatory actions that have both salutary and detrimental effects on the field of E.T. Among those legislative actions are programs that attempt to remedy social inequalities.

Foremost among such laws is the Handicapped Education Act, which requires that equal opportunity to learn be provided handicapped learners. This results in a diversion of resources to fill specialized needs, sometimes at the expense of the general student population. On the other hand, the Handicapped Law provides approximately $30 million annually for media needs of the handicapped. These funds will increase significantly in the next three years. This funding program has stimulated such beneficial activities in the field of E.T. as captioned films for the deaf and an array of hardware and software innovations to meet handicapped learner needs.

Other legislative programs to remedy social inequalities include the Emergency School Assistance Act, the Elementary and Secondary Education Act (Title I - Educational Opportunity, Title VII - Bilingual Act) and General Revenue Sharing.

There are also programs that are intended to improve the educational environment. One of the oldest of the legislative programs is Title IVB of the Elementary and Secondary Education Act which has succeeded the National Defense Education Act of 1958 in providing resources for educational technology programs. For the 1979-1980 school year, this title provided $162 million for instructional materials and equipment. In 1980-1981 the figure is $171 million.

Other federal legislative programs that have significant impact on the educational environment include the Higher Education Act (Title II and Title VI), the Library Services and Construction Act, and the Vocational Education Act.

In addition to legislative programs promoting social equality and those directly affecting the educational environment, legislation relating to federal information policy has the potential to affect the developmental opportunities and the direction of E.T. For example, the five year review of the fair use provision of the copyright law will affect the cost of copyrighted materials and the timeliness with which information can be made available. The proposed establishment of new federal agencies providing operating authority for library information services -such as the National Library Agency and the Federal Periodicals Center, will affect the cost and delivery of information resources.

Other information policy legislation affecting E.T. includes the Public Broadcasting Act, the 1934 Communications Act and its proposed rewrite, and proposed revisions in the organization of the Government Printing Office and the Depository Library System.

At the state level there are a variety of legislative actions that affect the improvement of E.T. in both directions. The consolidation of school districts has been underway for the past several years, reflecting the general decline of enrollments. This trend seems to have leveled off. The fact that E.T. has *not* been generally introduced as a useable alternative in this movement perhaps reinforces the need for activities promoting technological solutions to educational problems.

Presently, the introduction of competency testing as a reaction to symptoms of failure in the states' public schools tends to divert the energies of educators from the potential of E.T.

Federal and State Regulatory Decisions

Regulatory decisions are made throughout federal and state agencies and have more effect on E.T. programs than most realize. Each funded law requires that the administrative agency prepare regulations to insure that the legislative intent is carried through. For example, the Office of Education is heavily engaged in regulating how funds are spent under ESEA IV. The Federal Communications Commission (FCC), through deregulation of cable could hinder the free access of governmental agencies and non-profit groups. Possible future FCC regulation of COMSAT in its new field of Direct Broadcasting via Satellite could have great impact on E.T. The development of inexpensive ground stations and adaptors for current television sets offers new channels for rural areas, broadcast delivery outside the major networks, and enhanced opportunities for education at home. The National Center for Education Statistics is also engaged in regulation at the federal level.

Perhaps more sensitive areas of regulation occur at the state level. Here the primary regulatory force influencing E.T.'s growth is certification of education practitioners. The teaching profession (at the elementary/secondary level) is one of the few large professional groups which does not control its certification to practice. Law and Medicine, on the contrary, do exercise prime control of their members' certification. Teachers are certified by a system dominated and controlled by laymen. Since the certification process controls the quality of personnel admitted to professional practice, the field of E.T. has been forced to depend on a system outside of its control for trained personnel.

In addition, such regulatory activities as cable franchising and regulation also have a significant impact on the development of E.T. at the state level.

Non-Governmental Regulatory Decisions

A third major arena of political activity which has both positive and negative influence on the development of E.T. is voluntary professional regulation. The principle forces presently at work are in the accreditation programs at the national, regional and state level. Examples include the six regional accrediting associations (North Central, Middle States, Southern Association of College and Schools, etc.) which accredit entire public school systems and post-secondary institutions; the accrediting of teacher preparation programs in colleges by the National Council for the Accreditation of Teacher Education (NCATE); the ALA accredited Graduate Library Schools; and a great variety of others.

Some of these activities have recognized the potential of educational technology and included it in their programs; many more have not.

Local Government and Community Forces

Local control of educational agencies has always been an important influence in American schools. As a result of this influence, boards of education and community groups have a direct impact on educational technology at the local level. Funding for media programs depends on passage of millage and bonding issues. Educational technologists must compete with many programs for budget allocations, often on an instructional support level rather than an integral basis. Materials and supplies are caught in a financial squeeze because salaries and energy costs are taking larger percentages. Throughout the United States, eighty-five percent of educational budgets are allocated to salaries. At the same time, less than one percent of the funds budgeted for education are spent on instructional materials. These funds will buy even less now due to the effects on inflation.

The position of the educational technologist within a school district hierarchy will determine the degree of involvement in decision-making. There is no consistency in this position: in some districts the educational technologist is an administrator; in other districts, a teacher. If the educational technologist is an administrator, the superintendent and the board of education will be more accessible. The administrative educational technologist will determine budget allocations, be a member of planning and curriculum committees, and have opportunities to recruit and hire staff. The adminstrative educational technologist will have few problems being accepted by other administrators. However, if the eductional technologist is part of the teaching staff, credibility with teaching staff will be easier to obtain.

In defining the school day and the school year, teacher union contracts and school board policy often limit the educational technologist by restricting the amount of planning and instructional development time.

Higher education technologists face political situations that are similar to public school educational technologists. Because of the long established library profession with its traditions and influences, it is difficult for the major transformation of that professional field to the process orientation in the emerging educational technology. Administrators in higher education are prone to support library programs and to look with question on both newly created E.T. programs and E.T. programs that are transformed library programs.

In other segments in which major education and training programs exist, there are similar political problems for the educational technologists. In both business and industry and the health professions the role of the educational technologist is not completely understood. In those cases where the full implications of the role of the educational technologist is understood they are viewed as threatening to the traditional way of doing things.

Members of the local community influence the educational policies of school districts which affect the educational technologist. When groups and organizations like the AAUW, ACLU, Rotary Club, and Kiwanis International are aware of the benefits of school media programs they are often helpful with financial and moral support.

In some locations educational technologists are forced to adapt selection policies and media collections to conform with local community standards. Citizens of West Virginia conducted a campaign to remove certain "objectionable" instructional materials from the schools. Materials donated to schools by individuals and businesses can interfere with the selection process if the use of free materials is mandated due to the lack of funds. School districts sometimes adopt a total curricular package from organizations like the Red Cross which should require review and revision by the educational technologist.

There are instances when the educational technologist should become involved with municiple government. For example, before cable franchises are awarded within a community by the city commission, the educational technologist should be involved in determining provisions of the contact regarding educational applications and use.

Community libraries are often controlled by the municiple or county commission. The educational technologist must be aware of actions of these commissions in regard to the operation of the public library. Educational technologists should consider close cooperation with public libraries on those issues where they share mutual concerns. Political actions at the local level also have both positive and negative influences on E.T.

STRATEGIES FOR AFFECTING POLITICAL DECISIONS

The Politically Effective Professional

The educational technologists who do not take full advantage of the many opportunities to influence political decision-making are shortchanging the profession and themselves.

To become politically effective the first thing an education technologist must do is homework—with a capital "H." Being informed and aware of the political structure that affects the E.T. field and concerns is basic to doing any constructive group or individual activity.

A professional image isn't something that is put on around other E.T.'s, and put away on the job. The practitioner, whether in the building, at the district level, in higher education, or in the industrial marketplace, should strive to prove to the public and to peers that he/she is a professional. Knowing when to delegate jobs and responsibilities that are not professional in nature is vital to the image.

Issues and technology are constantly changing and developing. The educational technologist should be aware of futuristic developments in order to anticipate possible financial increases or cutbacks at all governmental levels. For example, the politically aware technologist may already be cognizant of discussions surrounding government regulation in the area of direct broadcast satellites. Anticipating what may happen will enable the professional to plan strategies that will assist not only the profession as a whole but individual situations. Within the working environment, a prior awareness of internal changes within management can prepare the technologist's response and approaches to new policy and personnel.

Identification and use of change agents at the federal, state and local levels will assist in efforts to change policy. Change agents who influence decision-making may include such unlikely people as legislator's secretaries, legislative assistants, judical clerks, and even friends. Legislative funding changes can be identified and information concerning these changes disseminated if the educational technologist makes a personal commitment to keeping informed by sources "friendly" to educational media.

Crucial to being politically effective is the ability to be flexible and to compromise when necessary. There is a point when an issue can be pushed too far and will suffer from overexposure.

For the educational technologist to be especially effective, the E.T. profession as a whole must resolve professional competitiveness and unify concerns and ideologies for the good of the whole. It is past time for instructional technologists—no matter what title that person works under—to stop being print or non-print people, to stop being developers or designers, to stop being technologists or specialists, and to start recognizing the common bonds that relate to the whole profession.

Fiscal Skills

By developing finely honed financial management skills, the educational technologist can put together a budget that is cost effective yet productive, and should grasp all of the financial implications of government funding. Part of that skill should be a familiarity with the entire grantsmanship area. Knowing how grants are established and monies divided by the government gives the professional leverage in lobbying for expanded E.T. financing at all levels. The public relations effort that is expended with those persons in the legislative area responsible for establishing priority proposal requests cannot be underestimated. National associations can serve an active and vital role in developing positive relations with those fiscal decision-makers.

An understanding that a majority of competitive grant monies with E.T. applications are issued under the auspices of the U.S. Office of Education will give the technologist a head start. Requests for proposals (RFPs) are listed in publications such as *Commerce Business Daily* and *The A-V Connection (NAVA)*. This information can assist the educational technologist who is directly or indirectly responsible for solicitation of project grant monies.

State monies are available for the educational technologist through title programs administered by the state from federal allocations. The availability of state and federal grant money is usually on a competitive basis and a thorough knowledge of funding availability is necessary to take advantage of the monies.

Private foundations and institutions also dispense project money. This too is based on competitive proposal submission. The technologist can enter this arena by using research tools to find out where the money is and how to go about getting it (e.g. *Foundation Directory).* Even if the technologist is not in a position to personally apply for financial aid, that person should be aware of funding sources and be prepared if the opportunity for proposal submission arises.

Revenue sharing is yet another area in which to use public relations to influence state and local governments in the distribution of monies to best further E.T. needs. Influencing how big "a slice of the pie" goes to the local area and, in turn, to E.T., should be an important lobbying concern.

Finally, it is particularly good public relations to feed back to legislators or civic leaders information concerning how effectively the money allocated to educational media has been spent.

Influencing Regulatory Decisions

Stated elsewhere is an explanation of the significant difference between legislative and regulatory groups. The major difference, from a fiscal standpoint, is in the direct effect of legislation made to specifically control the flow of funds to E.T. (ESEA Title II, IVB and IVC, HEA II and IV, Handicapped Act, etc.) and the federal, state and local agencies that make regulations which may indirectly affect E.T. For example, the FCC makes rules governing cable television telecasting that may affect an institution's reception of programming and ultimately result in a decreasing or increasing need to buy programs in other formats.

It is therefore necessary to be able to identify various regulatory agencies in order to join appropriate national pressure groups, testify at hearings, propose content to regulations and even propose regulations, and to give the regulatory agencies information about educational technology that may help in their decision-making process.

When dealing with or becoming a part of a pressure group for purposes of public relations it is necessary to research and understand thoroughly the group and the type of "political" pressure that it exerts. Marx (1978) indicates that pressure groups are neither good nor bad, but simply part of society. The pressure groups "...fill a gap in our formal political structure by providing representation beyond that fulfilled by elective representatives. Pressure groups are part of the normal process of response by those affected by ideas or decisions"...and in this context, excellent promotional vehicles.[3]

Developing Relationships with Legislators

An essential part of the p.r. process is face-to-face contact. Knowing legislators by name is a positive stroke. How many constituents make an effort to know their legislators? How many names on letters or requests can a legislator match to a face? How many proposal writers' signatures can be related to "that guy at the local watering hole," political rally, community function or similar event?

One method used by the Michigan Association for Media in Education (MAME) was to sponsor a Legislative Day in cooperation with the Michigan Library Association (MLA). This was a low-key method of promoting their political interests. After an introductory talk by a professional lobbyist, promotional packets were delivered personally to individual politicians by MAME members. The educational technologists became the legislators' cocktail and dinner hosts. Throughout the day, seeds for positive political action favorable to E.T. were delicately planted. Placed conspicuously in the dining area were displays on topics MAME and MLA members wished to promote. There was no direct sell, but promotional materials were a part of the environment. Along the same line, individual professionals could invite local legislators to lunch, dinner, or for cocktails to discuss needs in an informal atmosphere.

Another individual tactic might be to travel to the state capitol and visit the local legislator's office. This could have a very positive stroking effect.

If direct personal contact is not possible, the telephone is a good resource. It's difficult for a legislator to ignore a phone call—especially the third or the fourth. Persistence is another important aspect of political activism.

If nothing else is feasible, written communication is an alternative. Legislators do pay attention to mail, even if all they do is make pro and con piles to judge which is higher. (A state representative once admitted that he did just that.) Most legislators read and answer each letter.

Once an introduction has been made, the educational technologist should keep visible. Follow-up letters and informal chats whenever the legislator is in the area increase visibility.

Before making contact with a legislator, however, research is IMPERATIVE. Knowledge of developing technologies, illustrative statistics, past successes, similar projects and other areas that can be tapped for support is essential to establish credibility. Awareness of the legislator's other interest groups, activities, problems and responsibilities will show personal interest in the legislator and help gain his support.

Establish value to the legislator as an expert in the area of E.T. Feed him concise, detailed information on E.T. concerns that are likely to be handled in the next legislative session. Politicians love to appear as well-informed experts before their colleagues. If the educational technologist makes this possible, the legislator will view E.T. concerns more favorably and will remember the help. Promoting this information in various media will both maintain interest and familiarize the legislator with the different types of media.

Whenever possible, promotional activities should be used to make the legislator look good. For example, prepare a feature article about a Legislative Day activity for the newspaper. Clip and laminate favorable press articles and mail them to the legislators.

Recognize legislative effort made on behalf of E.T. in some concrete physical way: thank you letters, certificates, plaques, a dinner, anything that makes the legislator feel appreciated. Things are even more effective if done before an audience (taxpayers), or mentioned in an association newsletter (send a copy to the legislator), or at a state convention. Anything the educational technologist can do to improve the legislator's image with the public will significantly increase his willingness to help with political action.

Influencing Legislation

When personal contact has been established with legislators, the next step is to influence legislation. The E.T. community must lobby for available funds that are allocated according to priorities set by legislative committees. Write, phone, visit ALL members of the committee that will hear the bill. Especially court the committee chairperson. If the chairperson does not call the bill to the floor, it can sit on the agenda all session and die unheard.

A stronger way to influence political decisions is to propose legislation. The first and most important step is finding a sponsor. The sponsor must not only be sympathetic to E.T. (a result of those promos, information aids, and services received) but, more important, he must have good standing among his colleagues. Within the legislature, many bills are doomed if certain persons sponsor the bill no matter how worthy the proposal may be. The legislator also has an individual power quotient, his own support system. Choose the strongest and most effective sponsor possible because his staff will draft the bill. The educational technologist needs to provide data and information proving need and cost-effectiveness. Having "done the homework", the educational technologist need only update and supplement the information to meet the needs of the writers.

If possible, hire a lobbyist. These are trained professionals in the legislative field. After two unsuccessful attempts to put a bill through the New Mexico legislature, the State Library Association was able to pass the bill through the Senate Finance Committee and then the Senate because of the efforts and advice of a lobbyist. If an organization cannot afford a lobbyist, share one. The New Mexico Media Association worked with the New Mexico Library Association. Use national professional organizations (NEA, ALA, ASCD, AFT) as a lobby. Request that the Board of Directors of AECT endorse the legislation.

Testify at the hearing, both formally under the direction of the legislative sponsor, and individually when the committee chair asks for testimony from interested parties. Numbers are important. If the bill's sponsor asks all attendees in support of the bill to stand and half the audience rises, the committee will be impressed.

Develop a legislative network. Use grassroots techniques. Bombard the hearing committee with letters from individual taxpayers (voters). Circulate summaries of the bill, names and addresses of committee members, and a suggested letter format to taxpayer groups in organization newsletters. Concentrate on the members of the committee hearing the bill. If it is passed in committee with a positive recommendation it will probably pass on the floor. It is not necessary to try to influence an entire legislature, only those power sources that will actually make the decision and each taxpayer's representative.

Be persistent and patient. Reintroduce bills each session until success is achieved.

Direct Individual Involvement

The educational technologist can affect the political decision-making process through both group and individual effort. The individual effort, however, may be the most time-consuming yet productive of all promotional strategies. This is simply because the individual normally has complete control of timelines, goals, strategies, and communication processes.

One of the most important strategies the individual can employ is to seek appointments in advisory capacities in organizations, committees and groups that deal directly with decision and policy-making groups. For example, many state departments of public instruction solicit members for advisory councils and research groups.

Civic groups are excellent informal places to identify people who may serve on school boards or city commissions/councils. Joining such civic groups can help the educational technologist get a handle on local sentiment toward E.T., promote local programs and accomplishments, and help identify community change agents.

Attending the meetings of governing boards is another way to be seen and heard. These include school boards, departments of public instruction, city councils, legislative sessions and committee functions, and other boards that have the authority to make policies that may even remotely affect the financial implications of media program.

Keeping administration or management informed may seem to be a very simplistic idea, but too often campaign programs are initiated without the knowledge or support of administration or management.

Strong involvement in union activities is a particularly good way not only to promote and conceptualize media within the union membership, but to use educational technology and personal expertise to assist the union in its legislative activities. A creative, cost effective media presentation that even indirectly references media concepts, programs and benefits (subliminal p.r.) might possibly be presented at union functions locally and at the state and national levels. The union can promote itself to constituents and legislatures while the media message lives on.

Not generally thought to be a solution, but one of the most effective ways to personally determine financial and political policies is to run for elected office. There is no better way to gain direct input into any political decision-making group than to be directly active in voting and promoting at the same time. However, be aware of possible conflicts of interest.

Finally, and possibly through the efforts of state or local bargaining groups, representatives from all content areas (including the educational technologist) should be represented on administrative and managerial recruitment and interviewing committees. This will permit some control over the selection of individuals receptive to media concerns.

Trade-Offs

Collect friends. It's smart public relations to engage in activities that help persons or groups who are or may become influential in making political decisions effecting educational technology in a fiscal or regulatory way. Also, contribute to campaigns, provide services to candidates, be a campaign worker, work on millage and bond issue campaigns, and formally endorse candidates or propositions. When the need occurs, call on these "friends" to help the cause. Capitalize on the good will and value that has been established. This strategy, however, necessitates some degree of risk-taking since the candidate or proposition may lose.

Crisis Intervention System

Just like Murphy's Law, unpredictable situations will occur. Set up an information network that can be activated on call. Use network members to phone, write, contact allies. Identify interested allies and organize protests. File briefs in support of defendants or as a "friend of the court." Instructional technologists must become active agents individually and collectively.

CONCLUSIONS

Because educational technology's priorities are so strongly influenced by legislative and regulatory decisions at many levels, professionals in the field must become proactive participants in the political arena. Several settings and techniques have been identified to assist the educational technologist in promoting political decisions which support the field. A checklist of previously identified strategies follows.

"The world belongs to him who does his homework." —James D. Finn

STRATEGIES FOR AFFECTING POLITICAL DECISIONS

—abstracted from "Promoting Educational Technology Through Political Action"

The Politically Effective Professional

1. Do your homework
2. Present professional image
3. Be aware of current and future issues (internal and external)
4. Identify and use change agents
5. Watch for legislative funding changes
6. Plug into power structure (administrative and political)
7. Practice flexibility and compromise
8. Resolve professional competitiveness

Fiscal Skills

1. Develop finanicial management skills
2. Acquire grantsmanship skills
3. Seek alternative funding sources
4. Influence revenue sharing
5. Send feedback to legislature

Influencing Regulatory Decisions

1. Know regulatory agencies
2. Use national pressure groups

3. Propose regulations
4. Testify at hearings
5. Provide information

Developing Relationships

1. Know legislator face-to-face
2. Plan a Legislative Day or entertainment activities
3. Visit the capitol
4. Write letters and phone
5. Do research on your legislator and issues
6. Feed information to legislators
7. Send promotional media to legislators
8. Give recognition to legislator's efforts

Influencing Legislation

1. Update and supplement research
2. Devise a lobbying program
3. Propose legislation
4. Identify sponsors
5. Determine legislator's power quotient
6. Hire a lobbyist
7. Consider cooperative lobby or shared lobbyist
8. Use national organizations as lobby pressure groups
9. Testify at hearings
10. Develop legislative networks
11. Practice patience and persistence

Direct Individual Involvement

1. Seek advisory appointments
2. Join civic groups
3. Attend meetings of governing boards
4. Keep administration informed
5. Support professional association legislative activities
6. Participate in union activities
7. Run for elected office
8. Sit on recruiting and interviewing committees

Trade-Offs

1. Collect "chits" or favors
2. Give campaign contributions
3. Provide media services to influential persons/groups
4. Be a campaign worker
5. Work on millage and bond issue campaigns
6. Formally endorse candidates or propositions
7. Capitalize on timely opportunities (cash in "chits")

Crisis Intervention System

1. Develop communication network
2. Make phone calls, write letters
3. Contact allies
4. Organize protests
5. File briefs
6. Follow through on assigned responsibilities

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SUMMARY

THE PROCESS, Part I

The Lake Okoboji Educational Media Leadership Conference. What is it? Upon being invited to the conference in 1976, I checked with a few previous conferees. Some of them told me about the activities, group meetings, and papers, but then said that these really had not been the important part of the "Okoboji experience." My next question was always, "But what is the important part?" Well, here the answers became somewhat nebulous, not evasive, but certainly not very descriptive. "You'll see" was often the final response.

Well, what is leadership? It may be defined as the ability to be a leader. A leader—one that leads (to direct by influence, good or bad).

Influence. What do we influence? The product? A product is anything produced as by generation, growth, labor or thought. Do we influence a process? Process is the act of proceeding, progressing, advancing; any phenomenon which shows a continuous change in time; a series of actions or operations definitely conducing to an end. There have been lengthy discussions concerning product and process. Many people feel that the Okoboji process is more important than the product.

But the question still remains "What is the Okoboji process?" The best description I can give is that it is a truly unique experience for *each* conferee *every* year that he or she attends. What the week has been to you this year, is not what it could be for you next year, or what it was the last time you were here. Comments made by this year's delegates tend to confirm this suspicion. "It's different every year."—Bill Duncan.

Each of us arrived at the beginning of the week with initial expectations and preconceived ideas. "High powered think tank," said Dick Cornell. "Return to summer camp. Interesting bunch of people to get to know."—Ellen Jay. "I had been told that it was an experience I needed to have, a chance to work with other leaders."—Joan Maki. These initial expectations may or may not have been realized. In fact, these expectations may have been changed to a point where the original owners may no longer recognize them; but that "continuous change in time" is part of the process.

In addition to changing ideas, changing attitude became evident as the week progressed. Relatively quiet participants became more vociferous. Evident leadership changed within groups. Alliances were formed, groups emerged from gatherings of people. Some conferees felt that there was not enough large group interaction. "I just got to talk to him (Frank Clark) tonight (Friday) at dinner."—Jim Smith. "I wish I had been able to work with several small groups."—Jan Sheftel. Lucy Ainsley remarked that this gathering had "molded into working and personal interactions quickly." This coalescing may have eliminated the usefulness of large meetings to provide general direction for the conference.

But what about direction? As a first timer, I felt that there was *no* direction. Only later did I realize how subtle the direction had been! In discussions about this, there is a debate about too much vs. too little structure. Too much structure would stifle the process; too little may promote such frustration and confusion that little develops, including leadership. One returning conferee observed that this conference was more structured than some. She suggested that our apathy led to our acceptance of this structure. The other night I asked Rick, "What if *you* call a general session and nobody comes?" But I didn't organize a boycott! Why did I think it was *his* general session?

The facilities at Lakeside Lab encourage the Okoboji process. Intense interaction happens in remote settings; small groups in "out" buildings; dormitory living; four, two or one to a cabin; communal bath house; cafeteria-family dining; remote media center, separate office; the dispensary. Together, apart; back and forth; quiet glens, contemplative walks; the lake, the cold; the heat, the bugs. Little "outside world" influence. All of these environmental aspects enhance the process; shape our thoughts and actions; help to produce the results of the conference.

The results of the conference. What are they? I can't tell you what they are, for the results are yours, each one of you. The only thing I can hope is that my observations (and those others I quoted) may have prompted your thoughts concerning the process of this week. Maybe you will be able to tell the next First Timer more than "You'll see."

By Patricia A. Hunter

THE PROCESS Part II

To repeat what Pat has said, process is defined as the act of proceeding, progressing, advancing; a series of actions or operations definitely conducing to an end. This process was particularly apparent as we divided from the large group and into small groups. The entire small group selection process was something that we probably didn't think consciously about as we were doing it. It was interesting to talk with different delegates and discuss how we went about choosing the small groups. Some conferees chose their small group because of interest in the particular topic. Others chose the group based on some knowledge of the subject and felt secure about contributing some ideas. One pragmatic delegate joined a group because the location of the meeting place was convenient.

Once gathered in the small group there was the matter of organization. A first timer observed that the organization of how to discuss the subject matter was his most valuable learning experience. As the organization developed and interaction began to take place, some individuals emerged as spokespersons. In many groups, however, there was no single individual who assumed that role. When the opportunity was presented some delegates changed groups because they didn't feel comfortable about how the topic discussion was going.

The small group interaction and organizational process seemed to differ between large groups and smaller groups. The larger small groups seemed to collectively agree that trying to define the problem was tedious with so many different ideas. At least one of the larger groups found it necessary to break into two smaller groups in order to achieve some sense of direction.

People agreed and disagreed in the interaction process. Most of the disagreements were compromised. There were semantic problems that were overcome through discussion. It wasn't uncommon to hear someone say, "Okay, now I see what you mean. We're really saying the same thing."

Those persons who have previously attended an Okoboji Conference have different perspectives on the process than those who are here for the first time. Wes Meierhenry remembers what he terms "the old days." Earlier in Okoboji history, he recounts that it would have been impossible for the planning committee to structure the early activities of the conference as they were this year. He said that there were many 'old timers' who insisted that the conference structure belonged to those persons who attended and would revolt in order to keep it that way. The difference in yesterday and today's groups, Wes points out, is marked. But he doesn't see this as a detriment to leadership development, only a different society with different structural needs at a different time.

Lucy Ainsley has been to Okoboji in nearly every possible capacity. She finds it interesting to see how the groups change each time, and points out that the process remains the same, yet changes with each conference. Bill Duncan attributes the change from yesterday's resistance to structure to today's acceptance of structure to an overall change in society, perhaps a counter balance or result of the 60s in turmoil.

I asked a number of first time delegates if, given the opportunity, they would return to an Okoboji-type of leadership conference. There was a unanimous echo of Arnold Crump's response, "Yes, I certainly would." I also asked first time delegates if attending Okoboji has encouraged them to go home with a resolve to become even more involved in leadership roles. Some delegates were not in a position to tackle leadership responsibilities quite yet, but most of the people agree with Greg LaHatte who says that he is here to learn as much as he can about the different aspects of leadership development and hopes to take home 'skills' and 'techniques' rather than a desire to become even more involved. Were these leadership skills developed through the process? Most said that the entire process of interaction and compromise and the necessity to combine talents to produce a final product was a different experience.

The product versus process controversy lives on. Each year delegates wrestle with the question of which is MOST important. The concensus? Process. This due to the restrictions upon delegates by the environment. Some do, however, see the importance as equally divided and a quality product as one of the most important contributions to the field from the field.

The social activities and opportunities or lack of opportunities to participate in social mixing is also part of the process. Some delegates thought there was not enough time allotted for social; at least one member believed that there was too much time. The consensus of many of the returning delegates is that this has been a very "task oriented" group.

The social process also includes the friends that we have met here and shared the 'Okoboji experience.' These new friends may have been strangers last Monday, but are now more than just fellow professionals working in the same field. This process never becomes more apparent than at the close of the conference today. Even though we may have disagreed in theory and/or in practice—even though we may not usually be emotional people, sharing the Okoboji experience does something to eighty different people that is hard to explain. It's something that makes us want to hug goodbye as we leave the Lab and the airports and hug again when we gather at national conferences.

Yes, we all agree—a process exists and is important. It's what we learn from this process that makes this leadership conference unique.

By Peg Childs

THE PRODUCT, Part III

In the past years, it has been the custom at this point in the Okoboji Conference for a summarizer to pull together all of the information presented during the week and try to make some sense out of it. The way in which this has been done has varied considerably from year to year. Yet nearly every previous summarizer has begun by trying to determine what it is a summarizer is supposed to do. I will be no exception, particularly since this year the content of the reports is to be dealt with separately from the process by which the reports were written. It should be added as a caution that in some instances the separation of content from process is unavoidably arbitrary. I hope you will bear with me in this.

I cannot fail to be impressed by the amazing amount of material that has been researched, sifted and presented during the last few days. Simply to summarize it would be difficult for me and tedious for you, since it has been presented fully in the reports and during yesterday's activities. Rather, I feel that it would be more useful to try to synthesize a few of the main ideas from the reports, delegate concerns and presentations of the resource people so that the most important of our deliberations come to the fore. I shall do this by looking at a few of the points of discussion one would expect to emerge from a conference on promoting educational technology. These are: direct and indirect promotion, theory and practice, professional leadership and marketing.

Direct and Indirect Promotion

In her presentation on Tuesday, Lucy Ainsley shared with us the statement,"It is important to persuade people that a media program is good. It is even more important that the media program really *is* good." The suggestion, implied here, that educational technology can be promoted directly by public relations campaigns and indirectly through exemplary applications of educational technology runs like a thread throughout the reports. This dichotomy, in fact, caused some confusion in a couple of groups earlier in the week, and also during one of the question-and-answer sessions yesterday.

That the promotion of educational technology must be accomplished by both direct and indirect means cannot be stressed too much. While groups tended to emphasize either the importance of convincing people that educational technology is a good thing, or of proving to them that it works, all groups acknowledged both. After all, it is foolhardy not to sing the praises of a good product and equally silly to advertise something that is no good.

Theory and Practice

Groups also dealt with the theory and practice of their chosen topics. Several groups organized their reports around the description of and rationale for a model, followed by some form of application in checklists, training curricula, strategies, case studies, and so on. What is particularly impressive is the number of reports that contain something that is immediately useable. For example, the self-concept checklist and the course outlines for leadership training could be used with little modification. The case-study method is particularly effective for describing successful promotional campaigns and media programs.

Of particular interest in regard to theory and practice are the research group's examples of how one might educate research consumers. Not only is it important to convince potential users of educational technology that it is effective, but it is also necessary to describe how this is done. The list of techniques for achieving this is understandably brief. But an example has been set that others can elaborate and expand upon.

Leadership

The Self-Concept group hit the nail on the head when they said that educational technology was going through an identity crisis. Similar feelings were expressed by other groups. This identity crisis is, I think, brought about largely by educational technologists having increasingly to justify what they do in times of fiscal restraint and of increasing conservatism in education.

Leadership is the product of many factors. Collectively, the groups have identified most of them. A leader must be knowledgable about his field. A leader must be an organizer and a planner. A leader must be a go-getter who does not, however, put people off by being too aggressive. Not only do such people have the ability to survive an identity crisis, but they have the ability to prevent it in the first place. The important thing is for the discipline, through its professional associations, to deploy its leaders judiciously. It's all very well to train people to lead, but there's not much point in it if they do not find themselves in positions where they might, for example, do some of the things the Politics group recommends. This is admittedly a tricky problem. But I feel AECT should address itself to it, particularly in view of the many recommendations and suggestions coming out of this conference.

Marketing

I came to Okoboji doubting that you could "sell" educational technology in the same way you could sell soap or automobiles. During the week I have learned that selling and marketing are by no means the same thing. The definition of marketing, given by the Marketing group, is extremely close to the definitions of instructional development, and it seems possible that marketing procedures can do for the promotion of educational technology what instructional development has done for its application in education.

The implication of this, of course, is that the promotion must be systematically planned. Almost all groups mentioned something about audience and task analysis for public relations campaigns, leaving media selection to be based rationally upon the information this analysis provides. This is an extremely important point, and apparently an obvious one. Educational technologists possess the skills to communicate to others and to design messages for any type or number of objectives. Not to use them is not only short-sighted but borders on the unprofessional.

This leads to another tricky question, tackled implicitly by several groups. Does the educational technologist promote educational technology to all potential users, or only to those who think it can be of service to them? To do the former is to risk turning people off because you seem too pushy. To do the latter is to do no more than to preach to the converted. Obviously, some sort of middle-of-the-road solution is needed. Exactly now it is achieved, I do not know. Yet lack of a solution gives rise to resistance in the field. I suspect that the solution will be found in connection with leadership development.

These ideas are, for me, the distillate of the 25th Okoboji conference. They are an impressive residue from four days of researching, arguing, arranging and pruning. They are potentially extremely useful and I hope their usefulness will not go unnoticed. We have been reminded on numerous occasions during the week that we are facing hard times. It still seems that, when education is forced by fiscal restraints and by the climate of public opinion to cut back programs and postpone new developments, it is educational technology that gets hit first and hardest. Yet we as professionals know we have much to contribute. We should brag about it a little and we should insist on being given an opportunity to show what we can do. The report of this conference can help us do both of these things.

By William Winn

CLOSING THOUGHTS

Almost everyone hears and knows about Lee Cochran in the context of Okoboji. His activities were indeed nationwide, but what made that possible was his position at the University of Iowa. In fact, it was Lee who called me about 11 or 12 years ago and said, "Bill, I'd like you to come out and see something here in Iowa. I think you might be interested in it." And indeed I was, and when I arrived to take over as his replacement, he shared with me a report—a final report—that he had written to the Dean of his observations and comments.

A couple of weeks ago I was looking through that report, gleaning some historical information for a departmental review. As I came to his closing remarks, I noticed something that Lee didn't very often do, which was talk about himself. This is what he said:

> The 46 years I have been with the University of Iowa have been exciting and fruitful. I have worked in most spaces in the center from shipping clerk—booking clerk—projectionist—film producer—slide producer—film maintenance—audio recorder—sound film recorder—film editor—script writer—editor of publications—to the position of Supervisor and later as Director of the Audiovisual Center.
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> I had the opportunity to lecture and present demonstrations in nearly every section of the United States. I served for 16 years in different offices such as member of the Board of Directors, Executive Committee, Vice President and President of the Department of Audio-Visual Instruction. This opportunity allowed me to write several books, many articles, and to teach for the College of Education in one of the finest universities in the nation.
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> I am unable now to see how anyone could have had a more exciting life and a feeling of accomplishment than I had during my lifetime of experiences. This position gave me the opportunity to work with many of the outstanding educators in this country, both on campus and in other parts of the United States. I consider it a distinct honor to have worked under the guidance of every director or dean of the Extension Division since it was organized in 1913.
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> Over the years I have worked with hundreds of fine staff members who deserve the credit for the present program of the Audiovisual Center. These were dedicated people who have gone on to other important positions in industry and education all over the country. I regret that my health will not allow me to continue on the staff of the Audiovisual Center and the Division of Extension and University Services. My only wish is that as Dean of the Division of Extension and University Services you can find a person who will take the Audiovisual Center from this meager start and make it one of the finest in the nation.
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> Sincerely yours,
> Lee W. Cochran

Lee was sometimes the master of understatement—meager start indeed! One of Lee's greatest gifts was his ability to choose people, and great people, for this staff...like Chuck Seemuth and Loren Forbes. And how fortunate we are to have attracted other great professionals like Gary, and Jan, and Jim, and Jerry, and Marty, and the several dozen other people who make it possible for us to come up here every year by staying home and taking care of the shop. It's got to be the finest group of support people in the world!

But there's one to whom I want to pay special tribute. It's the one who says, "I tried a new recipe last night, and I thought you might like to try it out," or "Don't forget all the meetings you have today," and then tells you where they are. It's the one who has never, in my recollection, forgotten a single birthday or anniversary with a card—who says, "I'm going to stay late tonight or over the weekend so I can get your report typed up."

Her American foreign student family stretches across the world. She's not just a fan, but she's a mother to the Iowa Hawkeye's basketball team. She knows every Okobojian by heart. And on this plaque which we present to you now Ann, it reads: "With deepest appreciation and heartfelt thanks to Ann Clark, for her 18 years of devotion and service to the Lake Okoboji Educational Media Leadership Conference. The 25th Iowa Committee." Thank you, Ann.

Now I would like to make a few personal observations and closing comments about leadership.

Leadership has been analyzed and described by countless scholars. Some say that leaders are born, or possess unique traits, or evolve from particular situations. Most of these theories, however, to me seem to depend upon circumstances beyond the control of the individual, and do not address the potential for *personal development* of leadership traits.

For 25 years, our profession has gathered here in quest of the grail of leadership. And indeed it seems that many have discovered a personal style of leadership through their Okoboji experience. What was it that stimulated leadership? Was it the rustic setting? the confrontations? the affirmations? the interactions? the friendships? I suspect it was a little of all of these. But I would suggest that an even more profound influence in the development of our personal leadership skills is *role modeling*.

Throughout each of our lives, there have been countless people who have influenced us, who have taught us, who have inspired us, who have been our heroes, or who have been the person we 'would like to be like.'' Who among us here would not be richer for having observed the masterful group processing Jim Sucy, the critical analysis of Ron McBeath, the beautiful articulation of Bill Winn, the vast informational reservoir of Jane Love, the vivacious enthusiasm of Lou Aulds and Eileen Devine, the infectious smiles of Barbara Grabowski and Tish Cavaleri? Who would not applaud the powerful swing of Willie Mays, or the magnetism of Martin Luther King, or the inventiveness of Thomas Edison, or the devotion of a man called Peter?

Let me share with you a few of my heroes, who are recounted in a book of heroes. Although they lived 2,000 years ago, they mean so very much to me because in them I can see my own self. I can identify with their problems, weaknesses, and their strengths.

Yes, there was a man called Peter, a fisherman. A rough, weatherbeaten man who knew what it was to work hard. With his two brothers, James and John, he fished the waters in the sea of Galilee. It had been a rotten day for fishing; they had been out all day and had not caught a thing. As they were returning late that afternoon, they noticed a crowd pressing against the shore, so close to the water's edge that it was not possible for them to beach their boats. Near the center of the crowd was a man who was obviously the focus of attention. The crowd had converged so tightly on the man that it was difficult for those at the edge of the crowd to hear what he was saying. So the man climbed into Peter's boat and said, ''Push out from the shore a way so that I might more easily talk to the people.'' And so they did.

Eventually, the crowd dissipated and went home. Then the man turned to Peter and said, ''If you'll cast your nets out on the other side of the boat, you'll catch some fish.'' Can you imagine the look on these fishermen's faces? Here they had been working all day; they were tired and anxious to get home. But no, this man wanted them to go back out and fish some more! Somehow they found the strength to do it, and to their utter amazement, their nets were filled to the breaking point! Can't you just see the drama of that next moment! The sun was going down behind the rolling hills lining the shore, and this rough, weather-beaten man, with a look of wonder and amazement on his face turned slowly to the man who had spoken to him. As their eyes met, Peter said, ''Who are you?'' To which, the man replied, ''Leave your nets and follow me, and I will make you a fisher of men.'' And through that challenge, that irresistible call, Peter came into a life of leadership.

How many times are we challenged to become fishers or leaders of men? And how many times have we, like another hero in that book, Moses, said, ''Hey wait, don't send me! Gracious sakes, don't send me! I don't have the voice. I can't talk, I don't know what to say!'' True, maybe we are deficient in some ways, but we all have gifts; we all have things we *can* do, we all have been given talents of some nature.

That man of Galilee said of talents, that it was like the master who had given several bags of gold to three of his servants right before the master went on a trip. To one he gave ten bags of gold, to another he gave five, and to another he gave one. When the master went to visit the foreign country, the servant with ten bags of gold invested them, and they doubled. The servant who had five bags did the same, but the servant who had only one bag of gold buried it in the ground. When the master came back, he said to the first, ''What have you done with your bags of gold?'' The servant replied, ''I invested them and am returning to you twice what you gave me.'' ''Well done, good and faithful servant.'' The same conversation occurred with the second, but when the master inquired of the third, he said, ''Well, I knew that you were a pretty hard master, and I was afraid of what you might think. So I buried it in the ground where it would be safe, and now I am giving it back to you.'' And the master said, ''You lazy rascal, take this bag and give it to the one who had the most, for you shall have none.'' For to those who have, much will be given; and to those who have none, everything will be forfeited. What this parable is saying to us is that we all have been given gifts, some to a larger degree than others, but our talents are of no use to anyone unless we use them. Is not a very important dimension of leadership the recognition, development, and investment of talents for the common good?

This man of Galilee also said, ''Let your life so shine before men.'' I remember a little song we sang when

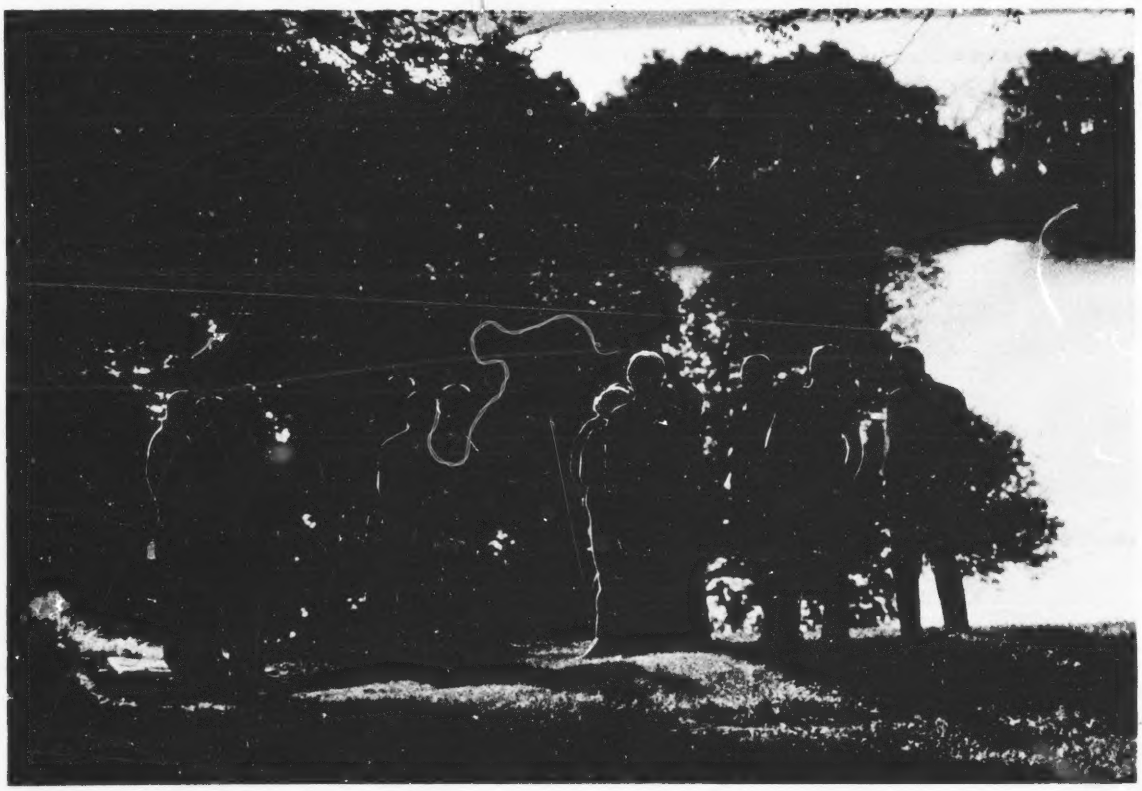
I was a boy. Maybe some of you sang it. "I've got a candle burning bright; I'm going to let it shine. Hide it under a bushel NO; I'm going to let it shine, let it shine, let it shine." Yes, as leaders we are called to light candles rather than to curse the darkness.

There was another man in that book of heroes, Paul. Some of his friends in the town of Corinth were having problems with the organization of their church. In a letter to them he said, "Your organization is much like a human body; some of you are hands, some are feet, some are arms or legs, and so on. All parts are not the same. And so it is with all of you. Each of you has a very special function and is a unique part of the body. But just as when a finger gets hurt, it affects the entire body, your organization is hurt when any one of you is hurt or distressed." All of us have gifts, some can teach, and some can preach, or write, or analyze, or whatever. Then Paul goes on to say that, although we *all* have *something* we can do—teach, or heal, or talk, or act—none of these talents are any good to anyone *if we don't use them with love!* The greatest gift of all is love! Love that is patient, kind and understanding!

This man of Galilee also said, "He who would be first must be last." If you want to be a leader, you must know what it is to be a follower. He who was the greatest leader the world has ever known said, "I have come, not to be served but to serve." Service—another keystone of leadership—the giving of oneself to a cause, to an event, to other people!

Love, leadership, service. May I suggest that leadership is the giving of one's gifts...in service...to others...with love.

The 25th, and last, Okoboji Conference is adjourned. Thank you.

Bill